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Significant characteristics of the guidance program are reviewed and materials developed, staff preparation, tryout procedures, and implementation and evaluation plans are described. To try out evaluation procedures, a random sample of 505 students in grades 7, 8, and 9 in six schools provided data for (1) measuring student choices relative to educational and vocational planning, the extent of student ability to make these choices, and the extent to which the student ability to make these choices, and the extent to which the student displayed positive attitudes relative to these choices, and (2) evaluating program activities in each grade. Four instruments were used to gather data: (1) a four-part Educational and Vocational Inventory, (2) Parent Information Questionnaire, (3) Indices of Choice Quality, and (4) Implementation Record for Guidance Activities. The results suggested that the program had considerable potential and that students would increase their capabilities to make appropriate educational and vocational decisions by completing the program. The appendixes include (1) outlines of the Student Vocational Plans, (2) samples of Activity Forms for student use, material from the "Counselor Handbook," a job description, a job chart, and occupational analysis chart, and a McBee card for occupational analysis, and (3) the instruments used in this phase of the program. Other reports are available as VT 001 392-001 397 and ED 013 318. (EM)

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NINTH QUARTERLY TECHNICAL REPORT
Project No. 5-0009
Contract No. OE-5-85-019

DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL CURRICULUM FOR THE NEW QUINCY (MASS.) VOCATIONAL-TECHNICAL SCHOOL

Development and Tryout of a Junior High School Student Vocational Plan

30 June 1967

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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3 American Institutes for Research
3 Pittsburgh, ~~Pennsylvania~~

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FOREWORD

This report, submitted in compliance with Article 3 of the contract, reports on technical activities of Project ABLE during its ninth quarter of operation, 1 April through 30 June 1966. A brief overview of the project is presented first, followed by a report summary. This report describes the preliminary tryout of a Student Vocational Plan for junior high school. Project plans for the following quarter are also outlined.

OVERVIEW: Project ABLE

A Joint Research Project of: Public Schools of Quincy, Massachusetts and American Institutes for Research

Title: DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL CURRICULUM FOR THE NEW QUINCY (MASS.) VOCATIONAL-TECHNICAL SCHOOL

Objectives: The principal goal of the project is to demonstrate increased effectiveness of instruction whose content is explicitly derived from analysis of desired behavior after graduation, and which, in addition, attempts to apply newly developed educational technology to the design, conduct, and evaluation of vocational education. Included in this new technology are methods of defining educational objectives, deriving topical content for courses, preparation of students in prerequisite knowledges and attitudes, individualizing instruction, measuring student achievement, and establishing a system for evaluating program results in terms of outcomes following graduation.

Procedure: The procedure begins with the collection of vocational information for representative jobs in eleven different vocational areas. Analysis will then be made of the performances required for job execution, resulting in descriptions of essential classes of performance which need to be learned. On the basis of this information, a panel of educational and vocational scholars will develop recommended objectives for a vocational curriculum which incorporates the goals of (a) vocational competence; (b) responsible citizenship; and (c) individual self-fulfillment. A curriculum then will be designed in topic form to provide for comprehensiveness, and also for flexibility of coverage, for each of the vocational areas. Guidance programs and prerequisite instruction to prepare junior high students also will be designed. Selection of instructional materials, methods, and aids, and design of materials, when required, will also be undertaken. An important step will be the development of performance measures tied to the objectives of instruction. Methods of instruction will be devised to make possible individualized student progression and selection of alternative programs, and teacher-training materials will be developed to accomplish inservice teacher education of Quincy School Personnel. A plan will be developed for conducting program evaluation not only in terms of end-of-year examinations, but also in terms of continuing follow-up of outcomes after graduation.

Time Schedule: Begin 1 April 1965

Complete 31 March 1970

Present Contract to 31 August 1968

REPORT SUMMARY

During this reporting period, technical activity centered on the development of learning units and of proficiency measures for vocational and academic courses of study.

The outline of a vocational guidance program for junior high school students was presented in the Fourth Quarterly Technical Report. This report describes the steps taken to translate the objectives into an operating program, to conduct the preliminary tryout of the Student Vocational Plan, and to establish a basis for immediate and long-term evaluation of the program.

In summary, this report reviews the significant characteristics of the guidance program, and describes the materials developed to support that program. Staff preparation, tryout procedures, and plans for future program implementation and evaluation are also described.

Activity in the next quarter will focus on the continued development of learning units and accompanying proficiency measures, arrangements for teacher preparation in using experimental curriculum materials, development of instruments to monitor the introduction of materials in the classrooms, and completion of guidance program revision and implementation in junior high schools.

DEVELOPMENT AND TRYOUT OF A JUNIOR HIGH SCHOOL STUDENT VOCATIONAL PLAN

A vocational guidance program directed toward promoting realistic occupational choices and appropriate high school courses of study by students is the focus of the Fourth Quarterly Technical Report.[1] That report discusses the program rationale, identifies the method of deriving guidance program objectives, identifies the major principles guiding the formulation of the junior high school Student Vocational Plan, and then describes the Plan. The Student Vocational Plan specifies a number of activities related to the educational and vocational decision-making process which students from grades seven, eight, and nine must carry out in developing an explicit vocational-educational plan for themselves.

This report will describe:

1. Significant characteristics of the program.
2. Development of materials needed for the program.
3. Preparation of guidance staff.
4. Installation and tryout procedures.
5. Evaluation methods and instruments.
6. Results of preliminary tryout and evaluation.
7. Plans for future development of program and analysis of outcomes.

The Vocational Guidance Plan Characteristics

The Student Vocational Plan has a number of significant characteristics and guiding principles which define the limits of the program and influence the nature of the approach, the content, and the supporting materials. These characteristics are identified below and subsequent discussions of procedures and materials are later related to them. A more comprehensive treatment of program objectives may be found in the Fourth Quarterly Technical Report.

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[1] Morrison, E. J., & Hudak, V. M. A vocational guidance plan for junior high school. Pittsburgh: American Institutes for Research, March 1966.

Prepares Student to Select High School Courses of Study. The overall goal of the guidance program is to prepare students in grades seven, eight, and nine, and their parents to choose a high school educational program. This occurs for the student during grade nine as a practical necessity. Preparation for this choice should begin as early as possible since the decisions may be viewed as an important step leading to the achievement of later educational and occupational goals. An appropriate choice brings the student closer to the accomplishment of his goals with a minimum of penalty for error.

Meets Limited Objectives. The Student Vocational Plan itself has limited objectives. It does not attempt to satisfy all the needs of students normally identified as guidance functions. From a total domain of possible guidance functions and objectives, the program deals only with those which specifically relate to educational and vocational decision-making. The activities are organized to help the student acquire decision-making capabilities. This decision-making process is coordinated with other aspects of the existing guidance program--incorporating the materials, projects, and programs already in use in the system.

Relates to the Overall Curriculum Design. The planning process must be an integral part of the overall vocational development of the students. In fact, the activity called for by the Plan supports those objectives associated with career choice, particularly choosing and forging a career in the achievement of vocational satisfaction. (A complete list of these objectives appears in the Fourth Quarterly Technical Report, Appendix A).

Suitability for All Junior High School Students. The Vocational Plan is designed to be suitable for all students, whatever their expressed occupational and educational goals. Students who aspire to college preparatory programs and professions, as well as those who are selecting more immediate occupational goals, need to engage in the same decision-making activities.

Students are expected to change their minds during the junior high school years. Accepting this, the Plan encourages students to base their changes on a more realistic inspection of relevant facts, to incorporate new information into current patterns or trends which are set for the moment and, if necessary, to establish an entirely new framework on which to base their decisions.

Demands Active Student Participation. Making a decision implies action by the decision-maker. In fact, there are a series of actions and steps throughout the process. The individual making the decisions should engage directly and actively in all the steps needed to make choices and to adjust his decisions. The student has to be the principal agent in completing each step of the decision-making process. The student, thus, gets experience in using the basic tools of investigation and analysis and applying these to the decision-making process while developing his own Vocational Plan.

Emphasize the Process of Vocational Choice. Decision-making is a continuous process which is influenced by all the changes which occur in the individual and in the environment of the individual. Vocational choice usually proceeds from fantasy through a mature decision-making process that requires reclassification and refinement of data at each step. The process of data collection, analysis, and summary can be accomplished at several levels, proceeding from the general to the specific. Thus, the Vocational Plan specifies a number of similar activities in the decision-making process for students in grades seven, eight, and nine. The steps through which a student proceeds each year remain the same, but the materials and process become increasingly more specific and complex. Each year the student must learn to integrate additional information with those facts he has already accumulated and to unite them into a coherent set of conclusions.

Methodical, realistic decision-making is a learned behavior difficult to acquire. The process is practiced each time the students consider new options in terms of their credentials, using a variety of content and procedures over the three-year cycle.

The steps in decision-making for each grade are:

1. Setting goals.

2. Evaluating characteristics of self.

3. Identifying educational and vocational opportunities and requirements.

4. Selecting a course of action.

5. Adjusting decisions.

Specific aspects of these steps are discussed in the Fourth Quarterly Technical Report, pp. 5-15.

Provides Factual Information. The decision-making process cannot be accomplished efficiently unless relevant facts and information exists in a form that is both usable and available in sufficient quantity. This implies a cataloging of existing materials and the creation of support materials which permit the student to complete the recommended activities. Several reference sources were created to meet these requirements. They are described under a later section titled "Development for the Plan."

Allows for Flexible Operation. Six schools and approximately fifteen counselors were scheduled to use the materials. The students represent the entire spectrum of educational achievement, learning ability, and socioeconomic status. Thus, the materials had to be designed to fit a wide variety of situations--the overall program had to:

1. Provide a comprehensive guideline.

2. Define specific activities within that guideline.

3. Include support materials and procedures applicable to each situation.

4. Permit individual schools to supplement or modify the program to meet special conditions in their particular setting.

Minimizes Reading Problems. Of necessity, the Plan has to rely on a great deal of written material. There is no practical way for the students to experience a wide sampling of the world of work without depending on written materials a great deal. Because of the dependence on reading, an attempt was made to diversify the format and simplify the vocabulary and to avoid penalizing those students with reading problems.

Focuses Decision-Making Activity on the Student. The problems which a student experiences in deriving his educational and vocational plans become the primary concern of the counseling staff. However, few students will be able to complete the decision-making process without special help from the staff. The guidance program may be viewed as a comprehensive guideline that encourages staff to initiate supplementary activities to assist students in decision-making. The success of these enriching experiences for students depends on the cooperative effort of the individual counselors, but the emphasis is always on student-initiated activity.

Development of Materials for the Plan

Because the emphasis of the program is on individual student activity, special materials had to be created. These materials include a Grade Seven Student Vocational Plan, a Grade Eight Student Vocational Plan, a Grade Nine Student Vocational Plan, a Counselor Handbook, and a reference document entitled Occupational Analyses describing each occupation for which training is offered in Quincy and a number of selected jobs in the professions. Each of these publications is described below, and sample sections are presented in Appendixes A through F.

The Student Vocational Plan for Grade Seven, Grade Eight, and Grade Nine. A primary objective of the vocational guidance plan is to have students participate in activities which require self-evaluation, investigation of the world of work, and matching credentials with available educational and vocational opportunities. For each of these three major areas, a number of activities were delineated for each grade. The Table of Contents for each Student Vocational Plan at each grade level, and selected student forms may be found in Appendix A. The Vocational Plan includes forms or data needed by students to carry out the prescribed activities.

Planning and choosing a career involves a comprehensive look at past and present conditions, accomplishments, and problems. And most difficult of all, it also requires a look at the future. It asks the student to judge what he and the world will be like a selected number of years from today, and what his place in that world might be. It is critical to begin with activity close to the student in time and relevance. In all cases, the data to be analyzed in the self-evaluation section begin with the student where he is currently or where he has just been. For example, the student may be making an inventory of his interests or experiences, or plotting a profile of the standardized achievement test he took the previous year. The student examines or identifies those things which he does daily and that have particular meaning to him, both inside and outside the school setting. The point is made repeatedly that this personal accumulation and analysis of data are peculiar to the individual, and that no two students should end up with the same evaluation or summary in all areas. The Student Vocational Plan is the personal property of the student--his own personal development record. The student should understand that a lack of continuing participation will be a serious handicap when the time comes to make a decision about high school courses of study.

In each case, the amount and kind of help to be given a student by a counselor or some other school person will depend on the need of that individual at any step in the process. The completion of an activity, difficulty associated with a given activity, or lack of action on the part of the student in connection with an activity serves to identify those students who need help, and suggest the type of help that may be required.

The student begins the process by creating a picture of his credentials. He discovers himself in a variety of ways (for example, completes checklists, plots profiles, views filmstrips, interviews persons in specific occupational areas, discusses results with counselors, summarizes data, etc.). Next he starts to draw relationships between facts as more become available to him, and then to summarize them in terms of his own goals. The facts cannot be ignored, for they are constantly before the student, and they are used in combination with other facts to make certain specific judgments.

By having the student become actively involved in guided, step-by-step decision-making, the process of seeking, securing, and analyzing information and events will, hopefully, transfer to other aspects of an individual's experiences. Moreover, the student is given an opportunity to practice these behaviors many times during the three years.

There are many facets of a person's makeup that have a significant influence on an individual's personal development and decisions other than those dealt with in the Vocational Plan. It should be noted that these have not been forgotten. Because the plan has limited objectives, it was felt that these special problems could best be dealt with by other sources available in the school system through the various pupil personnel services.

In general, the student kit may be viewed as a record of student progress in decision-making, and as such, can serve as a valuable tool for counselor and teacher. First, it has diagnostic value when used to identify those students who experience difficulty in finding consistency among educational goals, capabilities, interests, and educational and vocational opportunities. Failure to complete any step in the decision-making process may indicate a problem, and suggest ways to solve it. Secondly, when the record of these facts is eventually related to actual student behavior in subsequent years, analysis of the results may yield information with predictive validity for future students encountering the same or similar problems.

To illustrate the decision-making process, the following paragraphs describe some typical activities of a grade nine student using the Vocational Plan.

The student has already worked on his educational and occupational plans for two years when he enters grade nine. During the process he has probably discovered new information about himself, changed his mind about his interests and goals, been confused, made some decisions, and changed some decisions. However, this is the year he will be asked to present his formal plan for his high school course of study.

Setting Goals. He first reviews the goals he set in grade seven and grade eight by referring directly to the Goal Checklist Summary that he prepared in those years. He looks for any trends in his behavior that tell him where he may be heading. Turning to the Goal Checklist-Grade Nine, he reads through the list of possible educational goals, vocational goals, and personal/social goals and selects those which he intends to reach in grade nine, in high school, and beyond high school. For example, he indicates the marks he feels he should get in each subject, the types of high school and post high school programs he is aiming for, the occupational areas he wants to learn more about, and those clubs and activities he expects to join.

He then uses the Goal Checklist Summary to summarize his goals and describe the patterns that characterize him now. Following that, he translates this summary into a plan of action by answering the question: What must I do to reach the educational, vocational, and personal/social goals I set this year?

Evaluating Achievement. The ninth grade student can use several sources of data to estimate his current level of achievement and aptitude: The Grade Eight Standardized Achievement Test, school marks, and the Differential Aptitude Test results. First he refers to the profile he has plotted showing his high and low percentile areas in the Grade Eight California Achievement Test results. He then turns to his Achievement: School Grades form to review the grades he has earned in the last two years and summarize the results. Each time he gets his marks this year, he writes them on the Achievement: School Grades form. Thus, any time in the year, he can tell if he is achieving his educational goals and can identify those areas in which he must work harder.

Until this year, the student has been using his interests and school goals as indicative of his aptitudes, but this year, he takes a test which measures his aptitudes. Because the concept of aptitude is frequently confused with that of achievement, he may turn first to the reference entitled, What the Differential Aptitude Tests Measure. There he finds brief definitions of each ability measured by the test and examples of the kinds of work, skills, and jobs associated with each ability. In addition, a series of overhead transparencies which elaborate on the meaning of these terms and give additional examples is presented by the counselor. Following the test administration, the student completes the bar chart which portrays his potential strengths. The results of the tests are also sent to his home, and he is encouraged to discuss the results with his parents. If he has difficulty understanding the results, or wishes to pursue further the relationship between test results and his goals, he can always have an individual conference with his counselor.

Assessing Interests. The student may have done a variety of things in and out of school. He may have participated in clubs or organized activities or held a part-time job. In the process, he probably has developed some new interests and rejected others. In grade seven, he completed an Experience Checklist. This showed him how to relate his experiences with his interests. Since then, he has probably developed new interests. In grade eight, he identified those interests and took the Lee Thorpe Interest Inventory to get another measure of his interests. The interest categories are the same each year so he can tell which of his interests are changing or increasing each year. In grade nine, he is asked to verify his interests by associating everything he does with the same six interest categories. Armed with this information, he can answer the following questions: Which of the interest fields best describes me? Are my strongest areas the same as they were last year? If not, what new interests do I now have? What am I doing to develop those interests? What new interests do I plan to develop in the next few years?

Special reference materials are provided to help the student associate what he has done with interest areas. These are titled Brief Definitions of Interests, Hobbies Related to Vocational Interests, Junior High School Subjects Related to Vocational Interests, and Reading Preferences Related to Vocational Interests.

In the natural course of events, the student probably talks with other students who have interests that are similar to his, and he also may talk with adults who share his interests. In addition, he may pursue his interests through a variety of school experiences and activities available to him.

All the above activities taken together are combined to produce the ninth grade self-evaluation. The student knows he has changed, knows the ways in which he has changed, and identifies where he is going. The next step in the process is for him to relate this self-evaluation to the "world of work."

Planning and Preparing for the World of Work. During the previous two years, the student has been learning more and more about the world of work. In grade seven, he viewed a filmstrip on job families and perhaps has talked with some of his friends and relatives to familiarize himself with these jobs. In addition, the student learned to use source materials such as the Occupational Analyses to study occupations he has specifically identified for himself.

In grade eight, he examined the ways that American economic life is changing, the effects of change on jobs, how to compete with automation, what is needed for a good job, and what specialized training is offered at the high school level. He also views films, tours an industrial facility, or goes on field trips to get a first-hand look at specific jobs. He uses charts in the Student Vocational Plan which tell him where to go to find various types of occupational information.

Finally, he summarizes his self-evaluation data according to the six interest areas and selects those occupations which reflect those interests.

Job Lists are provided that include all those for which students may prepare in Quincy. The Occupational Investigation is more intensive in grade eight, asking the student to elaborate on more specific aspects of jobs. The student continues to gain experience in industrial arts and home economics classes which give him more specific notions about the kinds of tasks he might like or do well.

In grade nine, he looks at the world of work for the third time. He views a filmstrip which details some of the requirements in preparing for the world of work and emphasizes educational preparation and training. The vocational-technical occupations receive considerable attention in the film. Trade and technical occupations are identified as a specific choice, rather than as something to do if you do not go to college. The student then answers a set of questions based on the content of the filmstrip and on the particular offerings in Quincy, Massachusetts.

By now, the student is able to identify the general requirements associated with broad job areas. He also also looks more carefully at the national, state, and local occupational outlook patterns. A series of overhead transparencies which describe the various job groupings and their occupational outlook is presented to the student and made available for his use. A representative from the Department of Labor explains job outlook to the student in terms of what this means for him when he graduates from high school. State and local information is obtained through surveys conducted by the school and local Chamber of Commerce. The survey data are on file for student use whenever he needs them.

After the student has had the opportunity to see the positive relationship between job opportunities and training requirements, he is then exposed to some of the effects of a lack of adequate educational preparation. A filmstrip entitled, "Dropping Out: The Road to Nowhere" deals very frankly with the real world of the dropout and the uncomfortable facts which describe the condition of the "dropout."

New sources of information are available for student use. By grade nine, the student should be able to locate and use occupational information more effectively. He uses his Resource Guide for an Occupations Search. In addition, the school identifies persons who will be available to answer questions for small groups of students interested in a particular job.

The student is given information on educational sequences required for the various jobs. He states which educational sequences he would like to follow by completing the Educational Preference Inventory. A student's preference at this point does not mean that he has made a final commitment. Rather, the student is merely finding out which jobs fall within each educational sequence. Actually, this exercise is only a trial run for the formal high school course selection which occurs later in the year. Once a selection is made, the student studies in depth the jobs within the area selected, using all the tools with which he has become familiar. If he shows an interest in any of the vocational-technical courses, he visits the schools and has an opportunity to speak with the instructors about those areas in which he is interested. The high school guidance counselor gives him information about all the courses and their general requirements and opportunities.

The information requested by the Occupational Analyses for grade nine demands a great deal of specificity. The student has to describe both the working conditions and aptitudes as well as special job attributes. After the student has completed his study of his occupational choice, he completes the Occupational Analysis Summary. This gives him a complete review of his efforts in studying occupations over the past few years, and will be very useful when it comes time to make a decision. He answers such questions as: In what ways are all the jobs you have studied alike? In what ways are the jobs different from one another? In studying about these jobs, have you learned about any related jobs? If the jobs you have studied are no longer available, are there any related jobs or vocational areas you could go to with a minimum of additional training? In what ways do you think the jobs you studied will change in the next 10 or 20 years? Are the jobs what you expected them to be? Would you consider any of these jobs for a future career?

Matching personal credentials and preferences with occupational opportunities. The student has already gathered and used many facts about himself for several years. Each year, he has compared the jobs he studied with his credentials as he described them in his Personal Analysis. The extent to which he "matched" gave him some clues about occupations that are possible goals for him.

The detailed record of the student's achievement, goals, and interest has been kept for three years and is summarized in the Personal Analysis Summary. This information is then coded in a concise form called the Personal Analysis Checklist. The format coincides with the format for the Occupational Analyses job descriptions and the student can directly compare information about himself with job requirements. To help him select jobs that reflect a particular aptitude, interest, or temperament, etc., he may use the McBee card sort system to find jobs with the same characteristics.

All the data are then used to complete a form titled How Do I Compare with Job Requirements. Through the Overall Matching Summary, the student lists the jobs in which he is still interested, lists the jobs no longer suitable, cites what more he wants to learn about himself and the jobs, and identifies the high school course of study he intends to pursue.

When the student has completed his three-year Student Vocational Plan, he has learned the process of making educational and vocational decisions which are consistent with the information he has acquired about himself. The goals he now sets should be realistic and reflect an appropriate level of aspiration. He should progress through the high school program with a clearer perspective of where he is heading, and thereby maximize his potential.

At no time should the Vocational Plan be viewed as the total guidance program effort. Without considerable time, creativity, and supplementary support activity by staff and students, the program would remain static.

Each school must capitalize on its resources to provide the kinds of experiences which give each student an opportunity to accomplish his stated objectives. The counselors relate the program directly to the real experiences and problems of students.

The following examples illustrate the kinds of support activities carried out by individual counselors, students, and representatives of the headquarters guidance staff:

1. Disseminating and presenting new films, materials, filmstrips, transparencies, records, tapes, and reference materials throughout the system.

2. Inviting speakers from the Department of Labor to discuss occupational outlook, opportunities, and ways to prepare for them in high school.

3. Inviting persons in specific occupations to meet with small groups of students who have identified jobs which interest them.

4. Presenting large group information sessions.

5. Arranging for special interest programs on educational and vocational opportunities and requirements, and participating in the presentation of such programs.

6. Preparing inventories of reference materials by subject area.

7. Cooperating and coordinating with other school staff:

    a. Working with librarians to instruct them on how to use tools of research.

    b. Working with teachers to help students achieve given objectives.

        (1) A math teacher may assist in defining percentiles.

        (2) A social studies teacher may explain elements of our economy which define or delineate the world of work.

        (3) An industrial arts or home economics teacher relates efforts in the practical arts with occupational preferences and abilities.

8. Participating in field trips for students and counselors to selected business and industrial sites.

9. Observing people at work; getting work experience through part-time job placement.

10. Discussing personality and individual psychological development with school adjustment personnel and psychological consultants.

11. Emphasizing the objective of an activity. (For example, a group of students work out a skit which illustrates the importance of setting goals and describes the objectives of the vocational guidance program. Then they present it to the entire student body and staff.)

Counselor Handbook. Because the counseling staff has different backgrounds and qualifications, and works in different schools under different conditions, guidelines for each counselor are needed. Procedures, selected data, and reference materials are provided in the Counselor Handbook. The guidelines provided by the Handbook allow for flexible application of the materials.

The handbook is divided into three major segments for each grade:

1. Self-Evaluation.

2. Evaluation of the World of Work.

3. Matching Personal Credentials with Available Opportunities.

Within each major segment, preceding each student activity, the following is provided for the counselor:

1. Student forms used for the activity.

2. A counselor guideline which includes:

   Objective: A brief statement of the student objective for the activity.

   Topics: Brief behavioral statements which define the objective.

   Method: Suggested procedures to help the student carry out the activity.

   Audio-Visual Equipment: A list of all aids used to support the activity.

   Counselor Material/References: A list of materials and reference documents used to support the activity.

Student Material/References: A list of items needed by the student to accomplish the stated objective.

Materials Distributed to Parents: A list of those items emanating from the activity which might be of particular interest or importance to parents.

Summary: A brief statement of what the student has accomplished. (See Appendix B for a Sample Counselor Guideline.)

3. A set of overhead transparencies, filmstrips, and associated scripts which support or supplement student activities.

These materials, it is hoped, will provide a common base from which all counselors in the school system can systematically approach the various activities called for by the Plan.

Reference Documents. Materials which describe jobs in the vocational-technical areas are often very difficult to obtain in a form that students can use. In general, the sources of information may describe only a few selected jobs in trade and technical areas, and often are outdated in their content description and organization of jobs. In addition, the material is usually written in terms that have little meaning for junior high school students.

To meet the special needs of the students in their search for information on which to base their decisions, a series of job information résumés was created, titled the Occupational Analyses.

The Occupational Analyses[2] describes the characteristics and requirements of the occupations for which the public schools of Quincy (Mass.) offer preparation. These materials provide both students and guidance counselors with quick-reference, comprehensive guides to the jobs selected for the curriculum, and to some jobs usually associated with college-degree educational plans.

The analyses are grouped according to the following occupational areas: Business Education, Computer Data Processing, Foods Preparation, General Piping, General Woodworking, Home Economics, Graphic and Commercial Arts, Health Occupations, Metals and Machines, Power Mechanics, and Professional.

For each occupational area, the following information is supplied:

1. A general description of each occupational area indicating general level and type of work involved, and occupational outlook. (See Appendix C.)

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[2] American Institutes for Research and Quincy Public Schools. Occupational analyses. Pittsburgh: American Institutes for Research, September 1966.

2. A general description of each subgrouping within an occupational area, where such exist.

3. A job chart that arranges all jobs in subgroups according to the skill level and prerequisite capabilities. The chart specifically identifies those jobs currently selected for training in grades 10 through 14 at the vocational-technical school. (See Sample Job Chart in Appendix D.)

4. A comprehensive summary of pertinent job information for each selected job including: description of the critical tasks involved; related and lower-level jobs; employment outlook; hours per week; average earnings; high school course of study recommended; educational and training requirements; work conditions; physical demands of the job; relation to data, people, and things; personal interests, aptitudes, and temperaments compatible with the occupation.

The Occupational Analyses materials are designed to be used by both counselors and students. The material is in loose-leaf form, so new information may be added as it becomes available. A Sample Occupational Analysis is presented in Appendix E showing the format used, sample content, and the sources used to derive the data.

In addition, the data coded in the Occupational Analyses were punched on McBee cards to permit mechanical sorting of job characteristics. For each job, the vocational area, subfamily, high school course required, total education and training requirement, conditions, aptitudes, physical demands, and relation to data, things, and people are punched. Using this system, the student can sort out those jobs which have characteristics similar to those which he possesses. First, the student locates those jobs which reflect one or several of his preferences, goals, or credentials. Then he investigates these jobs in more detail. A sample is presented in Appendix F.

Preparation of Guidance Staff Members

The plan overview was first presented to junior high school head counselors, headquarters guidance staff at the city level, secondary school administrators, and special service personnel in Spring of 1966. Potential problems were discussed in terms of their implications for the operation of the program.

Following the overview presentation, a school-by-school preview of the vocational plan was conducted, attended by representatives of Project ABLE, Quincy Headquarters Guidance Staff, junior high school counselors, and principals. The purpose of these meetings was to define the availability of personnel, time and space needed to carry out the program, to anticipate problems in plan implementation, and to define an operating procedure which would insure consistency in achieving the vocational guidance plan objectives while permitting maximum flexibility within each school setting.

Before the initial tryout of program materials, and following the distribution of prepared materials to counselor staff, the program goals and general operating principles were reiterated, a tentative schedule for completion of student activities was established, and a meeting was held to discuss immediate questions.

Program Introduction and Tryout

It was decided to implement the program at all three grade levels for several reasons. The eighth and ninth grade students are closer to the critical decision-making time, and students need relevant data. In general, students should begin as soon as possible to prepare for making decisions. Evaluation of the guidance plan will focus on the process of decision-making which evolves over the three-year-plan cycle. The follow-up of student behavior in this process from grade seven through nine needs to begin as soon as the student begins the program. In addition, because the first year is one of preliminary tryout and revision of newly created materials, it is important to get feedback on the appropriateness and workability of each activity at each grade level in each of five schools.

In view of the scope of the tryout phase for guidance, communication becomes critical in ensuring that revisions to the program would be consistent with program goals. The following provisions were made:

1. It was made clear to the counseling staff that the lines of communication were open between Project ABLE personnel and counselors. Questions or discussions could be initiated at any time.

2. A liaison person representing the headquarters guidance office at the city level was available to arrange for the sharing of ideas and supplementary supplies or materials among counselor staff.

3. Meetings with individual counselors were held periodically to review student progress in using program materials.

4. A group including headquarters guidance personnel, the head counselor for each participating school, and ABLE staff met to share ideas about program operation, identify program problems, and make recommendations for subsequent use and revision of certain program activities at scheduled times throughout the year.

Evaluation Procedures

Project ABLE provides for both the development and the evaluation of an experimental curriculum.

The objectives which have previously been identified for the guidance program suggest a number of outcomes for individuals and groups participating in and associated with the program. These outcomes, once identified, may be translated into specific research questions. Procedures for data collection and analyses are in turn derived from these questions. The evaluation of the junior high school vocational guidance program follows these general steps:

1. Identification of expected outcomes for students.
2. Identification of research questions derived from expected outcomes.
3. Identification of procedures for data collection and data analyses.
4. Data analyses.
5. Presentation of summary results and conclusions.
6. Program revision.

Expected Student Outcomes. Outcomes of the program for students include:

1. Selects realistic post-high school educational and vocational goals and an "appropriate" high school program of studies.
2. Makes a relatively "stable" choice of educational and vocational goals.
3. Identifies and engages in the steps involved in the educational and vocational decision-making process (including self-evaluation, evaluation of the world of work, and matching personal credentials with educational and vocational opportunities and requirements).
4. Acquires general vocational capabilities related to choosing and forging a career.
5. Exhibits positive attitudes with respect to relevance of education to occupational goals, responsibility for his own learning decisions, recognition of individual differences, and vocational maturity.

Additional outcomes are specified for parents:

1. Learns about some of the vocational decision-making activities in which their children engage.
2. Is more accepting of realistic educational and occupational goals.

Major Research Questions. The following research questions are generated from the above outcomes:

1. To what extent does the student make actual appropriate and stable choices in educational and vocational planning?
2. To what extent does the student demonstrate ability to apply the decision-making process--as indicated by a test battery, which measures ability to make choices, general vocational capabilities, and vocational maturity?
3. To what extent does the student display positive attitudes about the relevance of education to occupational goals, responsibility for his own learning, and individual differences?
4. What is the relationship between appropriateness of choice and demonstrated ability to apply the decision-making process and selected student and family characteristics?
5. How well is each program activity carried out in each grade?

Procedures for Tryout Evaluation

Instruments for Data Collection. It is possible to measure and get feedback on some program objectives immediately. Others may not become apparent or be measurable for several years.

Four instruments have been selected to gather the data needed for both immediate and long-term analyses.

A. A four-part Educational and Vocational Inventory (see Appendix G).

   Part I: The John O. Crites *Vocational Development Inventory: Form III of the Attitude Test* measuring vocational maturity.

   Part II: Statements of plans for high school and beyond high school and stated preferences for various types of educational experiences.

   Part III: General Vocational Capabilities Items, measuring capabilities associated with choosing and forging a career.

   Part IV: Items reflecting the capabilities associated with educational and vocational decision-making.

B. Parent Information Questionnaire (see Appendix H). Basic parent information includes:

1. Expressed educational and vocational aspirations for their children.

2. Willingness to send child to various types of high school programs.

3. Requests for information about various types of school programs.

4. Expressed desire for guidance services in addition to those being provided.

C. Indices of Choice Quality: Measures of appropriateness and stability of choices are developed as students progress through high school and beyond high school. These indices will be based on responses from the Student Vocational Plan and data available in cumulative records of students.

D. Implementation Record for Guidance Activities (see Appendix I). These records, completed by the counselors for each activity for each grade, describe the following:

1. Procedure followed to conduct the activity, date, number of students in attendance, time involved, location of activity, by whom conducted.

2. Problems, successes, or recommendations about such factors as clarity of student forms, sequence of student activities, clarity of counselor directions, procedures, audio-visual equipment, resource materials, etc.

3. Attitudes or reactions of students and counselors using the materials.

In addition, a number of informal discussions and interviews with students were conducted to ascertain:

1. If the students could state the overall objective of the vocational guidance plan.

2. Aspects of the program that students found easy or difficult.

3. What students liked and disliked about the program.

4. How students would change the materials if they knew a friend would be using them the following year.

5. Which sources in their school were most helpful in fulfilling program activities.

Similar discussions with counselors focused on:

1. Difficulties with the program.

2. Effectiveness with students.

3. Suggestions for revision of the program activities.

Kinds of Data. The following kinds of data may be obtained from the instruments identified:

Measures which summarize current status at any point in time.

1. A summary of mean student performance or responses, stratified by such selected characteristics as grade (seven, eight, or nine), sex, achievement level, school, and selected demographic variables.

2. A summary of mean parent responses for any given subpopulation of students in grades seven, eight, and/or nine.

3. A summary of conduct or operation of the vocational guidance activities in any or all of six schools.

4. Relationship existing between student performance (as measured by both inventory responses and actual choice behavior) and selected student and/or parent response characteristics.

Measures of change.

1. Comparison of responses from 1967 ninth graders with 1968 ninth graders with 1969 ninth graders (one versus two versus three years in the vocational guidance program).

2. Comparison of responses and performance as seventh graders, as eighth graders, and as ninth graders (may include more than one measure per year).

Sample. The sample consists of approximately 500 students, selected at random within each school by grade. The table below shows the number of boys and girls in each grade and each school included in the sample taking the Educational and Vocational Inventory, and participating in the follow-up program.

	Grade 7		Grade 8		Grade 9	
	Boys	Girls	Boys	Girls	Boys	Girls
School 1	27	24	25	24	00	00
School 2	16	16	17	17	14	14
School 3	17	16	16	14	12	21
School 4	13	9	15	7	12	22
School 5	15	13	15	14	14	12
School 6	00	00	00	00	27	27
	88	76	88	76	79	96
Total by Grade	166		164		175	

Data Collection Schedule. The inventory will be administered and data will be collected according to the schedule below. Students selected initially remain in the sample from grade seven through grade nine. Each September, a new sample of seventh graders is selected for inclusion in the follow-up evaluation.

Jan. 1967	Sept. 1967	June 1968	Sept. 1968	June 1969	Sept. 1969	June 1970
72-7(1/2)*	73-7(0)	73-7(1)	74-7(0)	74-7(1)	75-7(0)	75-7(1)
71-8(1/2)	72-8(1)	72-8(2)		73-8(2)		74-8(2)
70-9(1/2)	71-9(1)	71-9(2)		72-9(3)		73-9(3)
						72-10
						71-11
						70-12

*The code describes the grade groups as follows: 72-7(1/2)
72--expected year of graduation from high school.
7--the grade in which the student is enrolled at the time of inventory and administration.
(1/2)--number of years student has been in the vocational guidance program.

Data collected over the three-year period should provide important information regarding the behavior of students in decision-making through junior high school.

Results of the Preliminary Tryout

All materials and procedures used in the program underwent a samll-scale tryout and revision before the large scale formal evaluation. Data derived from all instruments were used during the preliminary tryout year to do the following:

1. Examine the materials used by the counselor and the students for clarity, appropriateness of level, completeness, etc.

2. Examine the feasibility of the procedures for administering the Plan.

3. Collect basic data on selected student and program characteristics.

4. Revise materials and procedures based on the results of the preliminary tryout.

The results of the tryout year may be described in three sections:

1. Monitoring Program Operations.

2. Collecting Student and Parent Data.

3. Revising the Program.

Monitoring Program Operations. Testing the proposed procedures for using the materials in the schools is one measure of their effectiveness. The counselors reported what actually happened when the materials were used in their schools through the Implementation Record and discussions with Project ABLE staff.

The Vocational Plan is used under many different conditions. With few exceptions, it was found that the activities could be adapted to large groups, small groups, and individual settings. Counselors are able to administer the program except where special outside requirements make excessive demands on their time. The time it takes a student to complete an activity, and the extent to which he completes it, vary considerably among students. It was sometimes necessary for counselors to provide various types of assistance and direction to individual students throughout the program. However, the materials which have been generated to support the program are adequate to permit counselors and students to operate with a minimum of outside assistance.

Using the Vocational Plan apparently generates student interest, and prompts students to discuss their future with their parents. Students are surprised at the amount of data they collect about themselves and the number of opportunities which are available to them. Seemingly, the students are beginning to discover new things about themselves, to apply the decision-making process, and to raise serious questions about their own future.

Collecting Student and Parent Data. To conduct a follow-up and to evaluate program outcomes, selected behaviors and attitudes of students and parents were recorded as they occurred. These data were located primarily in the Educational and Vocational Inventory, the Parent Information Questionnaire, and the Student Vocational Plan. These data were recorded and summarized for use in later analyses.

To cite two examples, in response to an item asking students to state their educational plans, 61 percent of grade seven students, 56 percent of grade eight students, and 54 percent of grade nine students indicate that they intend to go to a four-year college upon graduation from high school. Although this suggests that students set more realistic goals as they move to higher grades, the percents are quite high in terms of actual numbers entering four-year colleges from Quincy. In response to the question, "What job do you think you might like your child to have someday?", less than five percent of the parents responded by indicating that it was the child's choice to make. This same question will be asked again of parents as students participate in the process of decision-making more actively through the Vocational Plan, and share the information with their parents. These data, along with other recorded data, will be used in subsequent years to evaluate the influence of the Vocational Plan for decision-making on student and parent behavior.

Revising the Program

Before formal administration, the revision of materials was carried out in a systematic way. Several types of data, including the Educational and Vocational Inventory, student and counselor comments, and the Implementation Record, were used for this purpose.

Items in the Educational and Vocational Inventory which measure the extent to which students have developed capabilities for self-evaluation, for examination of the world of work, and for matching personal credentials with available opportunities were identified. The percent of students passing each item was summarized by school, grade, and sex. Those items showing low percent passing (% less than .75) give a strong indication of those objectives which students did not achieve. These items were also related to comments made by the counselor and the students about the activity. On this basis, the deficiencies observed in the program were corrected and the revisions made.

The basic types of changes for the first revision included:

1. An introduction for each student activity addressed to the student.

2. Simplification of content and format.

3. Elimination of redundant items.

4. A glossary to explain terms which students found difficult to comprehend or knew nothing about.

5. Illustrations to depict the objective of each activity.

6. Different colored paper to identify each of three types of materials: introductions, actual forms, and reference materials.

An illustration showing the difference between original and revised material is included in Appendix J.

Summary and Plans

The program, which demands a special effort from the staff and students, seemed to receive a favorable reaction by them. The revisions should help to alleviate most of the problems which were identified during the first year.

Results from the tryout year suggest that the program has considerable potential. Despite some problems which would normally be associated with such an endeavor, the program appears to be operable in a number of schools using different procedures and approaches. Even now, the indications are that students will increase their capabilities to make appropriate educational and vocational decisions by completing the Vocational Plan. Subsequent reports on the guidance program will provide specific data summaries and analyses to identify important student trends and program events.

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APPENDIX A

STUDENT VOCATIONAL PLAN TABLES OF CONTENTS AND SAMPLES OF SOME OF THE ACTIVITY FORMS

TABLE OF CONTENTS

(Student Vocational Plan--Grade Seven)

Page

SELF-EVALUATION

Part I Setting Goals ____
Part II Evaluating My Achievement Through Standardized Tests ____
Part III Evaluating My Achievement Through School Grades ____
Part IV Defining Different Types of Interest ____
Part V Identifying My Interests ____

EVALUATION OF THE WORLD OF WORK

Part I Describing the World of Work ____
Part II Grouping Jobs into Different Families--Classifying Jobs Five Ways ____
Part III Discovering Sources of Occupational Information ____
Part IV Selecting Occupations Which Seem Suitable for Me ____
Part V Studying Several Occupational Areas ____

MATCHING PERSONAL CREDENTIALS WITH AVAILABLE OPPORTUNITIES

Part I Summarizing How I Compare with the Jobs I Have Selected ____

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(Student Vocational Plan--Grade Eight)

SELF-EVALUATION Page

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Activity II Evaluating Achievement Through Standardized Tests--The California Achievement Test ____
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Activity IV Testing My "Functioning Efficiency"--Comparing School Grades with Standardized Test Results ____
Activity V Determining My Strongest Interest Areas--Taking an Interest Inventory ____

EVALUATION OF THE WORLD OF WORK

Activity I Identifying Some Critical Factors in Preparing for the World of Work ____
Activity II Identifying Sources of Information by Type of Information Contained--A Review of a Resource Guide for an Occupations Search ____
Activity III Selecting Occupations Suitable for Me ____
Activity IV Investigating Several Occupations--Finding and Summarizing Data ____

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Activity I Analyzing Personal Credentials ____
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Activity III Evaluating Vocational Guidance Activities by Completing an Educational Preference Summary ____

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(Student Vocational Plan--Grade Nine)

SELF-EVALUATION Page

Activity I Reviewing My Goals Set in Grades Seven and Eight; Setting New Educational, Vocational, and Personal-Social Goals ____
Activity II Evaluating My Achievement Through School Grades; Evaluating My Aptitudes Through the Differential Aptitude Test ____
Activity III Assessing Interests by Summarizing My Experiences: Relating Hobbies and Clubs, Reading Preferences and Junior High School Subjects to Vocational Interests ____

EVALUATION OF THE WORLD OF WORK

Activity I Planning for the World of Work--Viewing a Film Strip ____
Activity II Analyzing National, State, and Local Occupational Patterns ____
Activity III Analyzing the World of Work--What it Looks Like Without Educational and Vocational Skills ____
Activity IV Reviewing the Use of Tools and Materials in an Occupations Study ____
Activity V Selecting Occupations to Investigate--Using an Educational Preference Summary ____
Activity VI Investigating Jobs of Your Choice (in detail) ____

MATCHING PERSONAL CREDENTIALS WITH EDUCATIONAL AND VOCATIONAL OPPORTUNITIES AVAILABLE

Activity I Analyzing Personal Credentials and Preferences--Through a Very Thorough Personal Analysis--Coding the Personal Data ____
Activity II Comparing Information About Me with Educational and Vocational Opportunities and Requirements ____
Activity III Completing an Overall Summary of What I Have Accomplished in the Last Three Years in Preparation for My High School and Beyond High School Experiences ____

GOAL CHECKLIST - GRADE 7

The following lists consist of possible Educational, Vocational, and Personal/Social goals. Please read through this list very carefully and mark those things which you feel are **YOUR GOALS** at this time. Follow the directions which precede each set of goals.

EDUCATIONAL GOALS

Directions: In the left column, place an X before those items which answer the question.

Grade 7 - In which of the following subjects do you expect to have your best record this year?

	English
✓	Mathematics
	Science
	History
	Geography
✓	Art
	Music
✓	Health/Physical Education
✓	Industrial Arts
	Homemaking

Grade 9 - In which of the following areas do you expect to have your best record in Grade 9?

✓	English
	College Math
✓	General Math
	Science
	Social Studies (Civics)
✓	Art
	Music
✓	Health/Physical Education
✓	Industrial Arts
	Homemaking
✓	Foreign Language:
	[illegible]

Grade 8 - In which of the following subjects would you expect to have your best record next year?

	English
	Mathematics
	Science
	History
	Geography
✓	Art
	Music
✓	Health/Physical Education
✓	Industrial Arts
	Homemaking

Grade 10 - Which of the following courses of study do you expect to take in High School?

	Business Education
✓	College Preparatory
	Computer Data Processing
	Electro-Electronics
	Food Preparation
	General Piping
✓	General Woodworking
✓	Graphic and Commercial Art
	Health Occupations
	Home Economics
✓	Metals and Machines
✓	Power Mechanics

THE ASSESSMENT OF ACHIEVEMENT: SCHOOL GRADES

	Grade 7 Marking Period						Grade 8 Marking Period						Grade 9 Marking Period					
SUBJECTS	I	II	Av.	III	IV	Av.	I	II	Av.	III	IV	Av.	I	II	Av.	III	IV	Av.
English	B	B		B														
Mathematics	C	C		C														
History/Civics	C	B		C														
Geography	B	C		B														
Science	C	B		C														
Foreign Lang:																		
Industrial Arts																		
Homemaking		A																
Art		S																
Music		A																
Health/Phys. Ed.		A																
Conduct		S		S														
Effort		S		S														

Grade 6

The subjects I liked best:
Language
Spelling

The subjects I liked least:
Social Studies

My best marks were in:
Spelling
Language

My poorest marks were in:
Reading

In general, my grades were:
__Excellent
__Good
__Fair
__Poor

Grade 7 Summary

The subjects I liked best were:
English

My best grades were in:
English, Geography

The subjects I liked least were:
History

My poorest marks were in:
Science, His, Math

In general, my grades were:
__A __B __C __L __D

In what subjects did I show the greatest improvement?

In what subjects have I dropped:

Grade 8 Summary

The subjects I liked best were:

My best grades were in:

The subjects I liked least were:

My poorest marks were in:

In general, my grades were:
__A __B __C __L __D

I improved in the following subjects since Grade 7:

My grades dropped in the following subjects:

I remained the same in the following subjects:

Grade 9 Summary

The subjects I liked best were:

My best grades were in:

The subjects I liked least were:

My poorest marks were in:

In general, my grades were:
__A __B __C __L __D

I improved in the following subjects since Grade 8:

My grades dropped in the following subjects:

I remained the same in the following subjects:

CALIFORNIA ACHIEVEMENT TEST PROFILE - GRADE SIX TEST RESULTS

In column two, titled Your Grade Placement, copy your grade placement for each achievement area. In column three, titled Your Percentile Rank, copy the corresponding percentile rank for each grade placement score.

Under Your Percentile Profile, place a large dot (•) under the number that corresponds to your percentile rank for each achievement area. Connect the dots to complete your profile.

By looking at the headings at the top of the chart, you will see that each percentile is rated according to very high, high, average, low, and very low categories. In this way, you can rate each of your achievement areas, summarize your strong and weak points, and compare one achievement area with another.

DATE TAKEN: ________ Sub Test	Your Grade Place-ment	Your % tile Rank	Your Percentile Profile				
			Very Low	Low	Average	High	Very High
			10	20 30	40 50 60	70 80	90 99
Reading Vocabulary		69				●	
Reading Comprehension		50			●		
Arithmetic Reasoning		42			●		
Arithmetic Fundamentals		73				●	
Mechanics of English		62			●		
Spelling		82				●	
Total Reading		58			●		
Total Arithmetic		66				●	
Total Language		73				●	
Total Battery		69				●	

SUMMARY ANALYSIS OF ACHIEVEMENT TEST RESULTS

1. My strongest achievement area is Spelling.
2. My weakest achievement area is Arithmetic Reasoning.
3. I am above grade placement in the following achievement areas:
   ________________________________.
4. I am below grade placement in the following achievement areas:
   ________________________________.
5. I am at grade placement in the following achievement areas:
   ________________________________.

EXPERIENCE CHECKLIST SUMMARY

Check back under "other" to be sure that you have put down everything that might be of some importance to you in identifying your present interests. Now, consider the whole pattern of your interests by answering the following questions.

1. In which of the six interest areas have you had the greatest number of experiences? If you have more than one strong area of interest, mark each of them.

____Art
____Business
✓ Mechanical
____Natural
____Sciences
____Personal/Social

2. What are your favorite activities in your strongest areas?

fixing motors
furniture out of wood
fixing bikes

3. In what new activities or experiences would you like to participate? In what interest areas are they located?

New Activity	Interest Area
speed boating	
art school	

4. How do you plan to engage in these activities in the next few years?

boating lessons with Recreation D.
College or a stay for art school
art clubs

REMEMBER: Your ideas and preferences as seventh graders may change. It is time that you began to notice changes and appreciate their significance. At your age, you cannot consider any one measure of interests or abilities as final and conclusive. No unchanging conclusions can be set down as a result of this study of general interests, but you should be able to see yourself now as an individual who is active in one or more of the primary interest fields.

SUMMARY QUESTIONS: WHAT IS A JOB?

1. What is a job?

a job is anything you do which serves a useful purpose ancome an address, personality

2. What does the word "job" mean to you?

1 Something a person does to support he or he and his family.

3. Which characteristics of a job are most important to you? Why?

Abilities - education physical Skill

Abilities to work with numbers

4. People choose jobs for many reasons. What reason or reasons would you have for selecting a particular job?

A marine biologist

5. Jobs have personalities such as "people" jobs, "things" jobs, and "ideas" jobs. Which group appeals to you? Why?

football player

CLASSIFYING JOBS FIVE WAYS

Select five jobs of relatives or friends and list them below:

1. Nursing
2. Secretary
3.
4. Automotive
5. Gymnastics

Interview the person who holds the first job on your list, and obtain enough information to classify the job in all five ways, using the checklist below. You now have five different ways to look at one job. Do this for each job listed above. Later, you will be asked to use these categories to summarize facts about the occupations which interest you.

CATEGORY	Job #1	Job #2	Job #3	Job #4	Job #5
INDUSTRY:					
Agriculture, Forestry and Fishing					
Mining			✓		
Construction					
Manufacturing					
Transportation, Communication and Public Utilities				✓	
Wholesale and Retail Trade					
Finance, Insurance and Real Estate					
Business and Repair Service		✓			
Professional and Related Services	✓				
Personal Services					
Entertainment and Recreation Services					
Public Administration					
DOT OCCUPATIONAL DIVISION:					
Professional, Technical and Managerial		✓			
Clerical and Sales	✓				
Service					
Farming, Fishing, and Forestry					
Processing					
Machine Trades					
Bench Work					
Structural			✓	✓	
Miscellaneous					

CATEGORY	Job #1	Job #2	Job #3	Job #4	Job #5
ABILITY LEVEL:					
Professional	✓				
Semi-Professional		✓			
Managerial		✓			
Skilled			✓		
Unskilled				✓	
INTEREST FIELD:					
Personal/Social	✓				
Natural					
Mechanical			✓	✓	
Business		✓	✓	✓	
The Arts				✓	
The Sciences				✓	
ACTIVITY INVOLVED:					
Working with:					
Ideas					
People & Animals					
Things					

RESOURCE GUIDE
FOR
OCCUPATIONS SEARCH

TYPES OF OCCUPATIONAL INFORMATION

Source of Information	JOB DUTIES/TASKS	RELATED JOBS	INDUSTRIES WHERE JOBS ARE LOCATED	LOCAL EMPLOYERS OR PEOPLE IN THIS JOB	JOB FUTURE/OUTLOOK	HOURS	WAGES (AVERAGE)	EDUCATIONAL REQUIREMENTS/OPPORTUNITIES	TRAINING REQUIREMENTS/OPPORTUNITIES	SPECIAL REQUIREMENTS	WORKING CONDITIONS	ABILITY/APTITUDE REQUIREMENTS	PHYSICAL DEMANDS OF JOB	INTERESTS ASSOCIATED WITH JOB	TEMPERAMENT ASSOCIATED WITH JOB	RELATION OF JOB TASKS TO DATA, PEOPLE, THINGS
BOOKS:																
D.O.T. (Vol. I & II)	x	x	x						x		x	x	x	x	x	x
Handbook of Job Facts	x	x														
S.R.A. Dict. of Vocational Training Sources								x								
Armed Services Handbook								x	x			x				
PAMPHLETS:																
Occupational Outlook Handbook	x		x		x	x	x	x	x							
Massachusetts Trends							x									
S.R.A.: Exploring the World of Jobs	x					x	x	x	x		x	x	x			
B'nai B'rith (vocational)					x	x	x	x	x		x					
OCCUPATIONAL BRIEFS:																
Able Vocational-Technical Job Information	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Chronicle	x		x					x			x	x				
Career						x	x	x	x		x	x				
GUIDANCE FILMSTRIPS:																
F.O.M. Putting Your Aptitudes to Work												x				
F.O.M. Interests Pay Off														x		
A778-2 What Do You Like To Do?														x		
LOCAL SOURCES OF OCCUPATIONAL INFORMATION:																
Job Slides	x			x												
Personal Interviews	x			x												
Visits to Industry	x		x	x		x	x				x		x			
Tours-Voc/Tech Facilities								x								
Chamber of Commerce			x	x												
Local Bureau of Employment Security	x	x	x	x	x	x	x	x	x		x	x	x			
S.R.A. Workit	x	x	x		x	x	x	x	x	x	x	x				

GRADE SEVEN

OCCUPATIONS STUDY: SUMMARY

Complete the following questions after you have studied several occupations.

1. What things do all the jobs I have studied have in common. (for example: all people must come to work on time)

Working with people

2. What are the important ways in which the jobs differ from one another?

strength + mone

3. Are the jobs what I expected them to be? ___Yes [✓ No]

If No, name the job and tell in what ways it is different from what you expected

I think it will be harder and use more brains

4. Would I consider any of these jobs as a future career? ___Yes ___No

If Yes, which ones?

____

5. In studying these jobs, have I learned about any others I might like to investigate? ______Yes [✓ No]

If Yes, what are these new jobs?

____

INTRODUCTION TO FILMSTRIP: PREPARING FOR THE WORLD OF WORK, PARTS I and II
(Guidance Associates, Pleasantville, New York, 1966)

Part I: One of the great tragedies of this country is that people dislike the work they do day after day to earn a living. And yet, there is really no such thing as a bad job - only unhappy people. In fact, for every person who says he hates his job, there are several people who would love to have it.

Part I of this program explores several of the ways in which you can begin to plan for an enjoyable and meaningful career now. As you watch and listen, keep in mind that if the time spent in school seems long (some 13,000 hours), the time spent in working is more that six times as great (some 80,000 hours).

Part II: Employers expect you to bring to the job certain fundamental skills and knowledges. While you will not be expected to know everything about the specific jobs for which you are being considered, you will be a much more attractive job applicant if your background suggests you will be able to adapt to the job within a normal period of time. Prospective employers will weigh heavily any experience gained through vocational education in school for those seeking jobs after high school.

QUESTIONS: PREPARING FOR THE WORLD OF WORK

1. What are some of the personal rewards that come from liking a job and doing it well?
you will get ahead in your job and will enjoy it

2. What attitudes do you think each of the people interviewed about his job had in common?
They all liked the job they were in and they proberly knew what job they wanted

3. What kinds of judgments about yourself do you think would help you make wiser job decisions?
you should like the job and enjoy it

4. What kinds of learning will you experience in a vocational education program?
The kind of job you would be interested in

③

OCCUPATIONAL ANLYSIS - GRADE NINE

For each job you have selected, complete an Occupational Analysis, by answering the following questions. Use all the available resources to obtain the most complete and accurate information you can. In the right column, titled Source(s), list where you obtained the information to answer each question.

JOB TITLE: Estimator

GENERAL

Source(s)

1. Job Duties/Tasks:
appraises the cost of repairing damaged cars. He ligts all parts to be replaced or repaired and estimates cost of labor and materials. He may determine insurance company's liability and negotiate settlement with claimant. He may also have to attend litigation hearings.

Quincy Occupational Anlysis

2. Industries which hire people in this job:
self-employment, insurance companies, auto body repair shops, new and use car dealers

3. Job Outlook (for the next 10 years):

National: ______
Local: Very good

4. Length of working day in hours. (Indicate any special seasonal employment): 40 hour week

5. Starting Salary: ______ Average Salary: $5.00

Top Salary: ______

EDUCATION AND TRAINING REQUIREMENTS

6. What high school courses of study or subjects would provide a good background for this job?
Power Mechanics two years of some kind of schooling after H.S.
3 years on the job training

Source(s)

7. For each type of education or training that applies to this job, write in the number of years required:

Type of Education/Training	No. Of Years Required
On-the-Job Training	✓
Apprentice Training	
Post HS Technical/Trade School	
Business College	
Junior College (2 yr. program)	✓
College	
Graduate School following college	

SPECIAL REQUIREMENTS

8. What special physical requirements does this job demand? (for example, minimum or maximum height or weight; perfect vision without glasses, etc.)

strength, Manual dexterity, talking, hearing, Visual acuity

9. Does the job require union membership? ___Yes ✓No

NAME:

10. Do the workers generally have membership in a professional association? ___Yes ✓No

NAME:

WORKING CONDITIONS

11. In what type of environment is the work done? (Check all that apply)

a. ✓ indoors
b. ✓ outdoors
c. __in hot temperatures
d. __in cold temperatures
e. __in wet, humid conditions
f. __where much noise, or vibration is present
g. __where there are hazards or risk of bodily injury
h. __where fumes odor and/or dust is present
i. __where ventilation is poor
j. __other (specify)
k. __other (specify)

APTITUDE

12. Does the worker need the ability to use words expressively and fluently? (Verbal) ✓Yes ___No

13. Is an understanding of numbers and numerical relationships important? (Numerical) ✓Yes ___No

OCCUPATIONAL ANALYSIS SUMMARY - GRADE NINE

Answer these questions after you have completed the study of all jobs.

1. In what ways are all the jobs you have studied alike? Give examples. (for example: all people must come to work on time.)

All are trades and make good money. and do not need College education

2. In what ways are the jobs different from one another? Give examples.

some of the jobs you need more Schooling

3. In studying about these jobs, have you learned about any related jobs? What are they?

Instrument rairpormen carpenter

4. If all of the jobs you studied would disappear, are there any related jobs or vocational areas you could go to with a minimum of additional training?

electronics

5. In what ways do you think the jobs you have studied will change in the next ten or twenty years?

I'm not sure

6. Are the jobs what you expected them to be? ✓Yes ___No
If No, name the job and tell in what ways it differs from what you expected.

7. Would you consider any of these jobs for a future career? ✓Yes ___No
If Yes, which ones?

above jobs

APPENDIX B

SAMPLE COUNSELOR HANDBOOK GUIDELINE

GRADE 9: EVALUATION OF THE WORLD OF WORK--PART V

OBJECTIVE

Selection of Occupations to Investigate.

TOPICS

Reviewing Self-Evaluation Data, including Goal Checklist, Assessment of Achievement, Differential Aptitude Tests Results, and Experience Checklist Summary.

Summarizing all self-evaluation data by primary occupational areas.

Selecting occupations for investigation from within vocational areas.

METHOD

Request students to review Self-Evaluation Data, and complete the Educational Preference Inventory--Grade Nine.

Request students to select several occupations for investigation, using Jobs Classified by Vocational Area. The list contains jobs in the professions and jobs in the skilled trades.

AUDIO VISUAL EQUIPMENT

None.

COUNSELOR MATERIALS/REFERENCES

Jobs Classified by Vocational Area
Information about high school offerings (prepared by the school system).

STUDENT MATERIALS/REFERENCES

Educational Preference Inventory--Grade Nine
Jobs Classified by Vocational Area
Information about high school offerings (prepared by the school system).

MATERIALS DISTRIBUTED TO PARENTS

Information about high school offerings (prepared by the school system).

SUMMARY

The student selects occupations for study which represent his educational preferences to date, and for which training is provided at the high school level.

APPENDIX C

SAMPLE JOB DESCRIPTION

GENERAL WOODWORKING: PATTERNMAKING

The patternmaker is primarily engaged in the production, alteration, repair, and maintenance of patterns and core boxes. A pattern is a model of a product, part, or other object that is to be cast in metal. To make the casting mold, sand is rammed around a pattern mounted in a frame (flask); when removed, the pattern leaves a cavity into which molten metal is poured. Core boxes are used to make inserts which form interior cavities, or projections in a casting. Patterns may be made of wood, plaster, plastic, or metal; master patterns, which are used to make metal and plastic patterns, are usually wood.

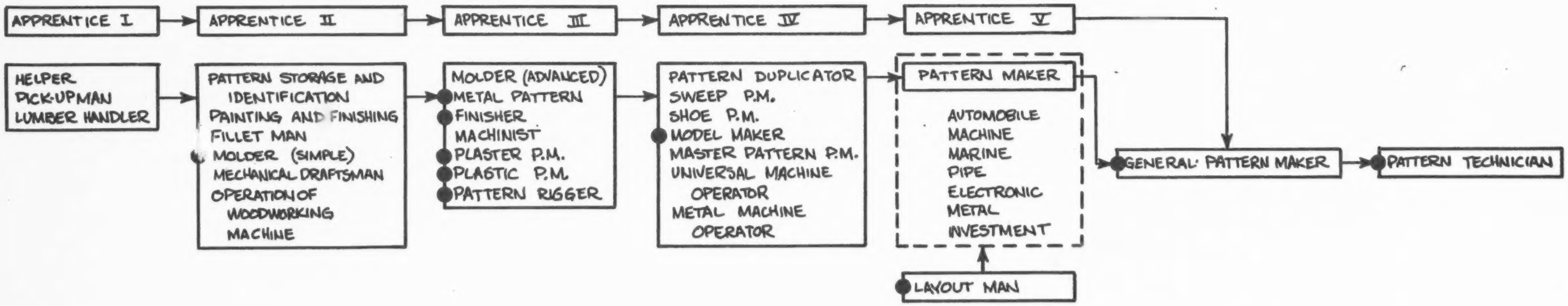
The general patternmaker must be able to work with all patternmaking materials. Apprenticeship is the principal means of qualifying as a journeyman in this field, but vocational-technical training may be credited toward completion of the 5-year apprenticeship period. In some cases, on-the-job training may also be substituted for formal apprenticeship training.

A majority of patternmakers are employed in specially equipped foundry shops in plants which manufacture such products as machinery, transportation equipment, and fabricated metal products. Others work in independent foundries or in job shops that make patterns to order.

A highly skilled craftsman, the patternmaker usually earns more than other woodworkers or foundry workers. In addition, with his metalworking and woodworking skills, he can transfer to related jobs in other fields when foundry work is not available.

APPENDIX D

SAMPLE JOB CHART


APPRENTICE I
APPRENTICE II
APPRENTICE III
APPRENTICE IV
APPRENTICE V
HELPER
PICK-UPMAN
LUMBER HANDLER
PATTERN STORAGE AND IDENTIFICATION
PAINTING AND FINISHING
FILLET MAN
● MOLDER (SIMPLE)
MECHANICAL DRAFTSMAN
OPERATION OF WOODWORKING MACHINE
MOLDER (ADVANCED)
● METAL PATTERN
● FINISHER
MACHINIST
● PLASTER P.M.
● PLASTIC P.M.
● PATTERN RIGGER
PATTERN DUPLICATOR
SWEEP P.M.
SHOE P.M.
● MODEL MAKER
MASTER PATTERN P.M.
UNIVERSAL MACHINE OPERATOR
METAL MACHINE OPERATOR
PATTERN MAKER
AUTOMOBILE
MACHINE
MARINE
PIPE
ELECTRONIC
METAL
INVESTMENT
● LAYOUT MAN
● GENERAL PATTERN MAKER
● PATTERN TECHNICIAN

● SELECTED JOBS

GENERAL WOODWORKING

PATTERNMAKING

Sample Job Chart

APPENDIX E

SAMPLE OCCUPATIONAL ANALYSIS

SAMPLE

OCCUPATIONAL ANALYSIS

Brief description of job tasks.

Defined related titles as listed in D.O.T. (see Vol. II, p. vi).

Jobs with similar tasks at lower skill levels.

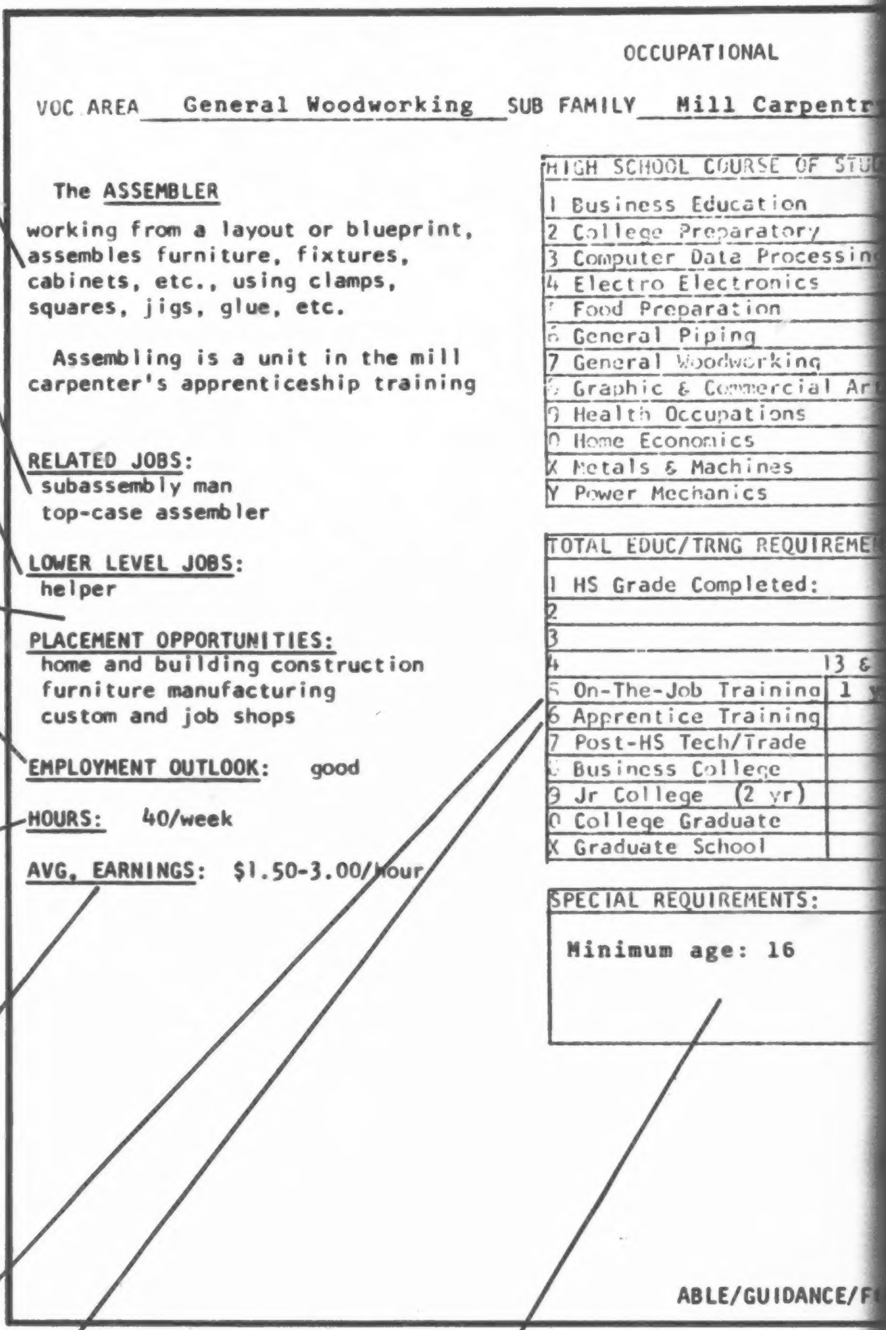
Employers who hire persons in this occupation.

Outlook for job openings in next 5-10 years in the Quincy and Greater Boston area.

Average regular work week for full-time job, with other time conditions noted as appropriate. (Hours for self-employed persons may vary considerably from the range indicated on this form.)

Regular earnings, excluding overtime and fringe benefits. (Income of self-employed persons may vary considerably from the range indicated on this form.)

On-the-job training required after high school other than short-term orientation in specific job or company procedures.



OCCUPATIONAL

VOC AREA General Woodworking SUB FAMILY Mill Carpentr

The **ASSEMBLER**

working from a layout or blueprint, assembles furniture, fixtures, cabinets, etc., using clamps, squares, jigs, glue, etc.

Assembling is a unit in the mill carpenter's apprenticeship training

RELATED JOBS:
subassembly man
top-case assembler

LOWER LEVEL JOBS:
helper

PLACEMENT OPPORTUNITIES:
home and building construction
furniture manufacturing
custom and job shops

EMPLOYMENT OUTLOOK: good

HOURS: 40/week

AVG. EARNINGS: $1.50-3.00/hour

HIGH SCHOOL COURSE OF STU
1 Business Education
2 College Preparatory
3 Computer Data Processin
4 Electro Electronics
5 Food Preparation
6 General Piping
7 General Woodworking
8 Graphic & Commercial Ar
9 Health Occupations
0 Home Economics
X Metals & Machines
Y Power Mechanics

TOTAL EDUC/TRNG REQUIREME

1 HS Grade Completed:	
2	
3	
4	13 &
5 On-The-Job Training	1 y
6 Apprentice Training	
7 Post-HS Tech/Trade	
8 Business College	
9 Jr College (2 yr)	
0 College Graduate	
X Graduate School	

SPECIAL REQUIREMENTS:

Minimum age: 16

ABLE/GUIDANCE/F

Formal apprenticeship program required after high school to reach journeyman status.

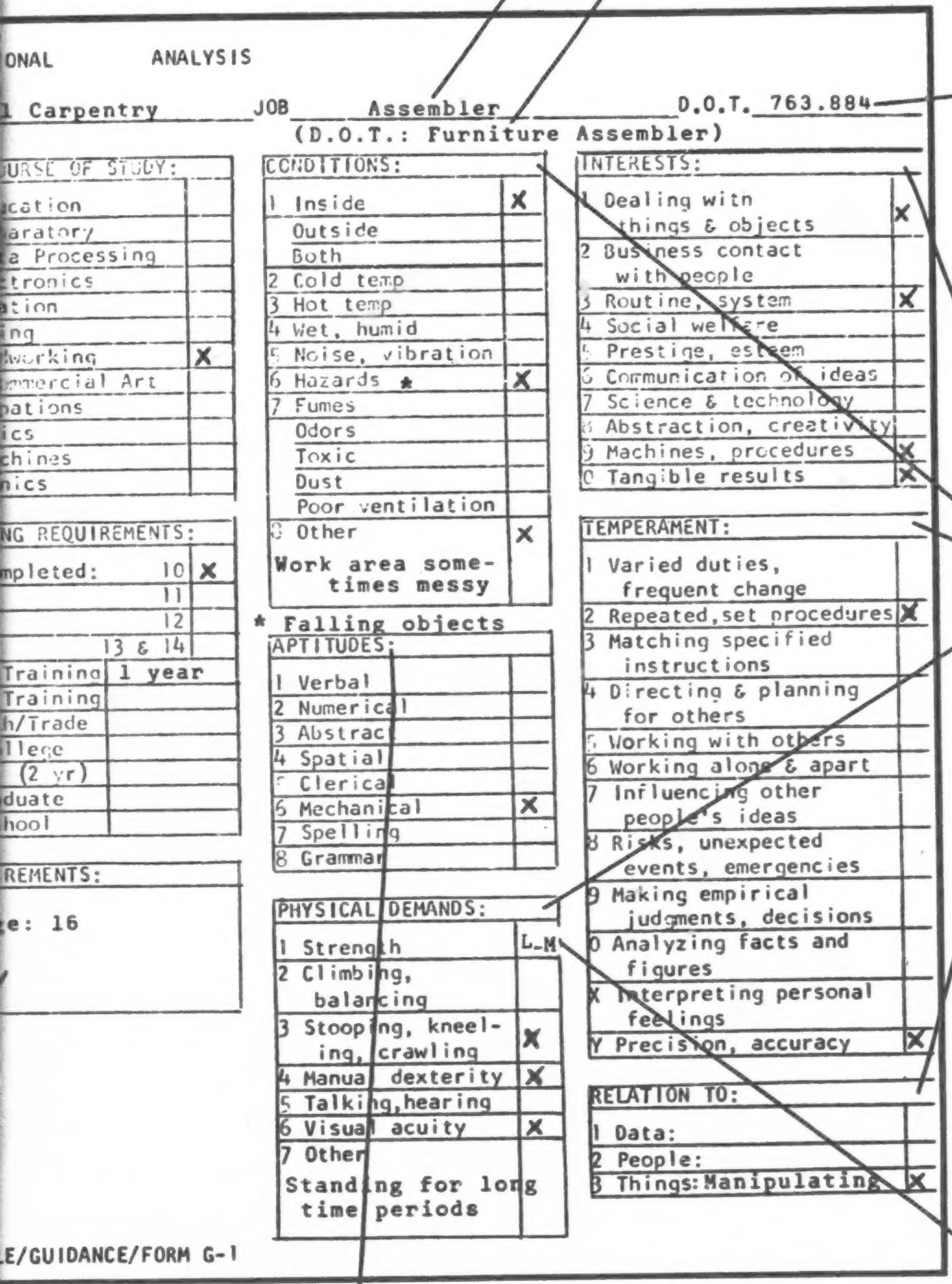
Requirements not otherwise indicated in other sections of this form.

Principa
dicated b
Tests (D

Job title as generally used in the local area.

Job title used in D.O.T. if differing from local usage.

Code number according to 1965 Dictionary of Occupational Titles (D.O.T.) classification system. (If a specific job is not defined in the D.O.T., the number for a similar job is used as the basis for this analysis.)



ONAL ANALYSIS

1 Carpentry JOB Assembler D.O.T. 763.884
(D.O.T.: Furniture Assembler)

URSE OF STUDY:	
cation	
aratory	
a Processing	
tronics	
ation	
ing	
working	X
mmercial Art	
pations	
ics	
chines	
nics	

NG REQUIREMENTS:	
mpleted: 10	X
11	
12	
13 & 14	
Training	1 year
Training	
h/Trade	
llege (2 yr)	
duate	
hool	

REMENTS:

e: 16

CONDITIONS:	
1 Inside	X
Outside	
Both	
2 Cold temp	
3 Hot temp	
4 Wet, humid	
5 Noise, vibration	
6 Hazards *	X
7 Fumes	
Odors	
Toxic	
Dust	
Poor ventilation	
0 Other Work area sometimes messy	X

* Falling objects

APTITUDES:	
1 Verbal	
2 Numerical	
3 Abstract	
4 Spatial	
5 Clerical	
6 Mechanical	X
7 Spelling	
8 Grammar	

PHYSICAL DEMANDS:	
1 Strength	L-M
2 Climbing, balancing	
3 Stooping, kneeling, crawling	X
4 Manual dexterity	X
5 Talking, hearing	
6 Visual acuity	X
7 Other Standing for long time periods	

INTERESTS:	
1 Dealing with things & objects	X
2 Business contact with people	
3 Routine, system	X
4 Social welfare	
5 Prestige, esteem	
6 Communication of ideas	
7 Science & technology	
8 Abstraction, creativity	
9 Machines, procedures	X
0 Tangible results	X

TEMPERAMENT:	
1 Varied duties, frequent change	
2 Repeated, set procedures	X
3 Matching specified instructions	
4 Directing & planning for others	
5 Working with others	
6 Working alone & apart	
7 Influencing other people's ideas	
8 Risks, unexpected events, emergencies	
9 Making empirical judgments, decisions	
0 Analyzing facts and figures	
X Interpreting personal feelings	
Y Precision, accuracy	X

RELATION TO:	
1 Data:	
2 People:	
3 Things: Manipulating	X

LE/GUIDANCE/FORM G-1

For detailed explanations and definitions of

INTERESTS
CONDITIONS
TEMPERAMENT
PHYSICAL DEMANDS
RELATION TO Data, People, Things

refer to the attached appendix.

Strength requirements:

S Sedentary
L Light
M Medium
H Heavy
VH Very Heavy

PRIMARY SOURCES OF OCCUPATIONAL ANALYSIS DATA

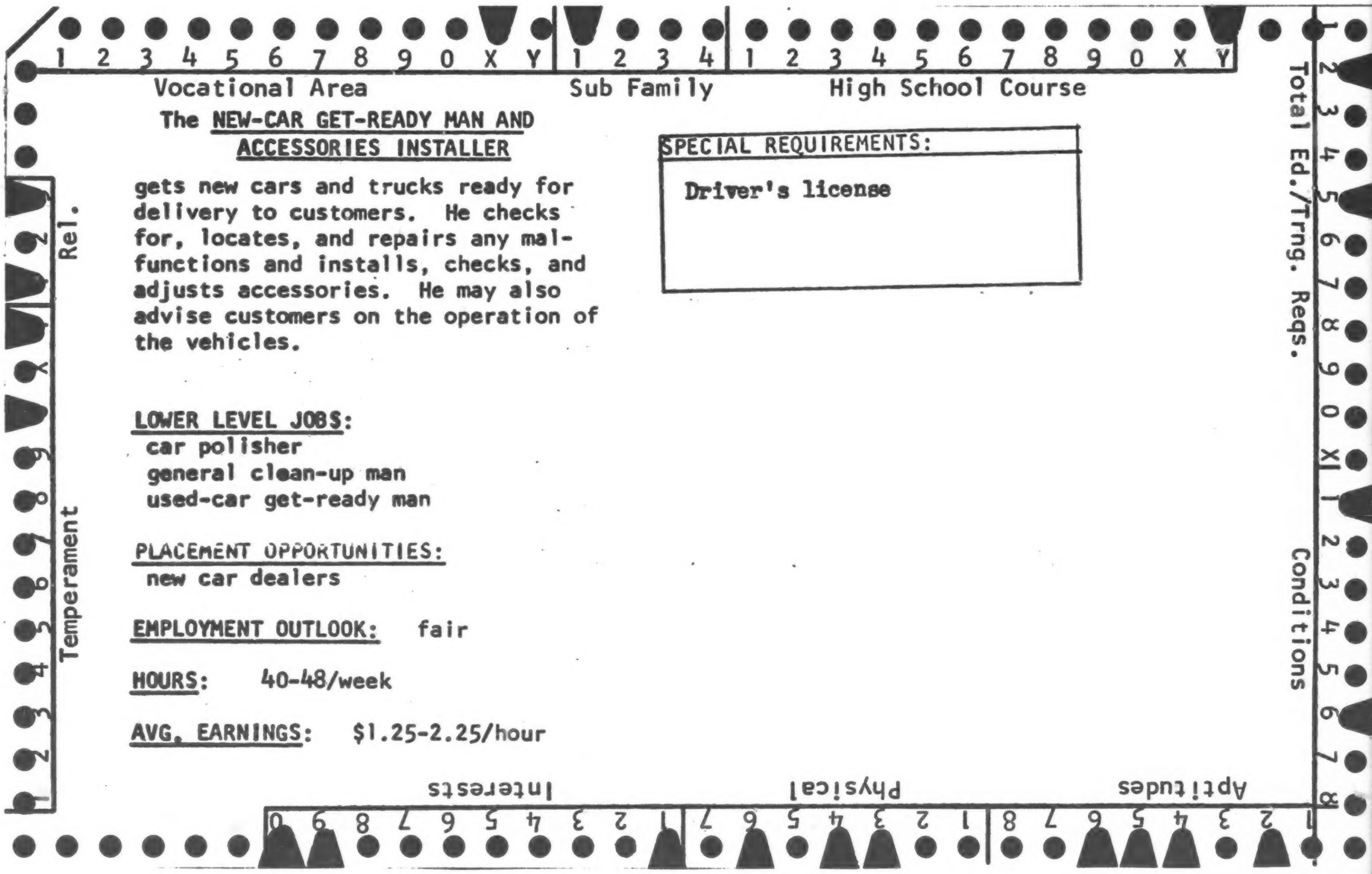
Project ABLE coordinators

U. S. Department of Labor. Dictionary of occupational titles. Washington: U. S. Government Printing Office, 1965.

Principal related aptitudes as indicated by Differential Aptitude Tests (DAT).

APPENDIX F

SAMPLE MCBEE CARD FOR OCCUPATIONAL ANALYSIS


1 2 3 4 5 6 7 8 9 0 X Y
Vocational Area
1 2 3 4
Sub Family
1 2 3 4 5 6 7 8 9 0 X Y
High School Course
1 2 3 4 5 6 7 8 9 0 X
Total Ed./Trng. Reqs.
1 2 3 4 5 6 7 8
Conditions
Aptitudes
1 2 3 4 5 6 7 8
Physical
1 2 3 4 5 6 7
Interests
1 2 3 4 5 6 7 8 9 0
Temperament
1 2 3 4 5 6 7 8 9 X Y
Rel.
1 2

The **NEW-CAR GET-READY MAN AND ACCESSORIES INSTALLER**

gets new cars and trucks ready for delivery to customers. He checks for, locates, and repairs any malfunctions and installs, checks, and adjusts accessories. He may also advise customers on the operation of the vehicles.

SPECIAL REQUIREMENTS:

Driver's license

LOWER LEVEL JOBS:

- car polisher
- general clean-up man
- used-car get-ready man

PLACEMENT OPPORTUNITIES:

- new car dealers

EMPLOYMENT OUTLOOK: fair

HOURS: 40-48/week

AVG. EARNINGS: $1.25-2.25/hour

APPENDIX G

EDUCATIONAL AND VOCATIONAL INVENTORY

EDUCATIONAL AND VOCATIONAL INVENTORY

PART I--Directions[3]

Listed below are a number of statements about occupational choice and work. Read each statement and decide whether you agree with it or disagree with it. If you AGREE or MOSTLY AGREE with the statement, circle the T before the statement. If you DISAGREE or MOSTLY DISAGREE with the statement, circle the F. Erase completely any answer you may wish to change.

T F 1. You have to know what you are good at, and what you are poor at, before you can choose an occupation.

T F 2. Ask others about their occupations, but make your own choice.

T F 3. It's unwise to choose an occupation until you have given it a lot of thought.

T F 4. Once you make an occupational choice, you can't make another one.

T F 5. In making an occupational choice, you need to know what kind of person you are.

T F 6. A person can do anything he wants as long as he tries hard.

T F 7. Your occupation is important because it determines how much you can earn.

T F 8. A consideration of what you are good at is more important than what you like in choosing an occupation.

T F 9. Plans which are indefinite now will become much clearer in the future.

T F 10. Your parents probably know better than anybody which occupation you should enter.

T F 11. Work is worthwhile mainly because it lets you buy the things you want.

T F 12. Work is drudgery.

Name ________________________________ School __________________ Grade ______

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[3] Items 1 through 60 represent the Vocational Maturity segment of J. Crites Vocational Development Inventory. Crites, J. O. Measurement of vocational maturity in adolescence: I. Attitude test of the vocational development inventory. Psychological Monographs: General and Applied, 1965, 79, (No. 2, Whole No. 595).

T F 13. Why try to decide upon an occupation when the future is so uncertain.

T F 14. It's probably just as easy to be successful in one occupation as it is in another.

T F 15. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.

T F 16. There are so many factors to consider in choosing an occupation, it is hard to make a decision.

T F 17. Sometimes you can't get into the occupation you want to enter.

T F 18. You can't go very far wrong by following your parent's advice about which occupation to enter.

T F 19. Working in an occupation is much like going to school.

T F 20. The best thing to do is to try out several occupations, and then choose the one you like best.

T F 21. There is only one occupation for each individual.

T F 22. The most important consideration in choosing an occupation is whether you like it.

T F 23. Whether you are interested in an occupation is not as important as whether you can do the work.

T F 24. You get into an occupation mostly by chance.

T F 25. It's who you know, not what you know, that's important in an occupation.

T F 26. Choose an occupation which gives you a chance to help others.

T F 27. Choose an occupation, then plan how to enter it.

T F 28. Choose an occupation in which you can someday become famous.

T F 29. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.

T F 30. Choose an occupation which allows you to do what you believe in.

T F 31. The most important part of work is the pleasure which comes from doing it.

T F 32. It doesn't matter which occupation you choose as long as it pays well.

Name ______________________________ **School** ________________________ **Grade** __________

T F 33. As far as choosing an occupation is concerned, something will come along sooner or later.

T F 34. Why worry about choosing an occupation when you don't have anything to say about it anyway.

T F 35. The best occupation is one which has interesting work.

T F 36. I really can't find any occupation that has much appeal to me.

T F 37. I have little or no idea of what working will be like.

T F 38. When I am trying to study, I often find myself daydreaming about what it will be like when I start working.

T F 39. If I have to go into the military, I think I'll wait to choose an occupation until I'm out.

T F 40. When it comes to choosing an occupation, I'll make up my own mind.

T F 41. I want to really accomplish something in my work--to make a great discovery or earn lots of money or help a great number of people.

T F 42. As long as I can remember, I've known what I want to do.

T F 43. I can't understand how some people can be so set about what they want to do.

T F 44. My occupation will have to be one which has short hours and nice working conditions.

T F 45. The occupation I choose has to give me plenty of freedom to do what I want.

T F 46. I want an occupation which pays good money.

T F 47. I often wonder how successful I'll be in my occupation.

T F 48. I know which occupation I want to enter, but I have difficulty in preparing myself for it.

T F 49. I know very little about the requirements of occupations.

T F 50. I want to continue my schooling, but I don't know what courses to take or which occupations to choose.

T F 51. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.

Name ______________________________ School __________________ Grade _________

T F 52. I'm not going to worry about choosing an occupation until I'm out of school.

T F 53. If I can just help others in my work, I'll be happy.

T F 54. I guess everybody has to go to work sooner or later, but I don't look forward to it.

T F 55. I often daydream about what I want to be, but I really don't have an occupational choice.

T F 56. The greatest appeal of an occupation to me is the opportunity it provides for getting ahead.

T F 57. Everyone seems to tell me something different, until now I don't know which occupation to choose.

T F 58. I have a pretty good idea of the occupation I want to enter, but I don't know how to go about it.

T F 59. I plan to follow the occupation my parents suggest.

T F 60. I seldom think about the occupation I want to enter.

Name ____________________________ **School** ________________ **Grade** ___________

PART II--Directions

These questions are about you, your family, and your plans for the future. This is not a test, and there are no right or wrong answers. Answer each question sincerely and thoughtfully as it applies to you. In no way will your answers affect your grades in school. All answers are strictly confidential.

Answer every question. For each question you are to mark one answer and only one answer. Be sure to read each question carefully, and then circle your answer, or write in the answer in the space provided. Some of the questions may be difficult for you to answer. Do not spend too much time on these questions, but give the one best answer and go on to the next question.

These questions are about your plans for education after high school. Please remember that education after high school can be any of the following:

Vocational, Technical, or Trade Schools: such as schools for barbers, beauticians, mechanics, technicians, etc. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire, think of them as vocational schools.

Business or Commercial Schools: such as secretarial, stenotyping, or bookkeeping schools. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire, think of them as Business or Commercial Schools. Courses such as data processing and accounting may also be included.

Junior Colleges: a two-year college program leading to an Associate Arts degree (A.A.) or an Associate in Science degree (A.S.).

Four-Year Colleges: has programs leading to a degree such as Bachelor of Arts, Bachelor of Science, Bachelor of Engineering, etc.

1. Do you think you will quit high school before you graduate?

A. I will leave
B. I am likely to leave
C. I will not leave

FOR ITEMS 2 THROUGH 5, MARK EACH ANSWER AS FOLLOWS:

A. I will go
B. I am likely to go
C. I will not go

_____2. After you leave high school, are you likely to go to a vocational school?

Name ______________________________ School ________________ Grade _____

_____3. After you leave high school, are you likely to go to a business or commercial school?

_____4. After you leave high school, are you likely to go to a junior college? (two-year)

_____5. After you leave high school, are you likely to go to a four-year college?

FOR STUDENTS NOT PLANNING TO ENTER A TWO-YEAR OR FOUR-YEAR COLLEGE, SKIP TO QUESTION 19.

FOR STUDENTS PLANNING TO ENTER A TWO-YEAR COLLEGE, ANSWER THE FOLLOWING QUESTIONS, 6 THROUGH 18.

6. When do you plan to start college?

A. I plan to start college right after high school.
B. I plan to start college after completing military service.
C. I plan to start college after I have worked for a few years.
D. I may go to college sometime in the future, but my plans are not definite.

How important is each of the following as a reason for going to college? For items 7 through 18, write in your answers as follows:

A. Important
B. Neither important nor unimportant
C. Not a reason

_____7. A college degree is necessary for the kind of work I want to do.

_____8. My father wants me to go to college.

_____9. My mother wants me to go to college.

____10. I would be able to earn more money as a college graduate.

____11. I want to learn more about the careers I might enter.

____12. I want to meet the kind of person I would like to marry.

____13. I enjoy learning.

____14. My teachers think that I should go to college.

____15. I expect to get into college athletics.

____16. Many of my friends are going to college.

____17. I want to participate actively in college social life.

Name ______________________ School ____________________ Grade _________

____18. I want to make good personal contacts for business or an occupation..

FOR STUDENTS PLANNING TO ENTER A TWO-YEAR OR FOUR-YEAR COLLEGE, SKIP TO QUESTION 33.

FOR STUDENTS NOT PLANNING TO ENTER A TWO-YEAR OR FOUR-YEAR COLLEGE, ANSWER THE FOLLOWING QUESTIONS, 19 THROUGH 32.

How important is each of the following as a reason for not going to college? For items 19 through 32, write in your answers as follows:

A. Important
B. Neither important nor unimportant
C. Not a reason

____19. A college education would not help me to do the things I am most interested in.

____20. I want to get a job and start earning a living as soon as possible.

____21. I need to start earning a living in order to support myself.

____22. It would cost more than my parents could afford.

____23. It would cost more than my parents are willing to pay.

____24. I would rather get married.

____25. My high school grades are too low.

____26. I don't like to study.

____27. I don't think I have the ability.

____28. It would cost more than it is worth to me.

____29. My mother does not want me to go.

____30. My father does not want me to go.

____31. Most of my friends will not go to college.

____32. I probably would not use a college education on a job.

Name ____________________ School ________________ Grade _______

33. How much education do your parents or guardians want you to have?

A. They don't care whether I stay in school.
B. High school only.
C. Vocational school, business school, or junior college.
D. College degree.
E. Professional or graduate school.
F. I don't know.

34. How much education are most of your friends planning to obtain?

A. They are planning to quit high school.
B. They are planning to complete only high school.
C. They are planning to obtain vocational school, business school, or junior college training.
D. They are planning to obtain four-year college training.
E. They are planning to obtain professional or graduate training.
F. I don't know.

35. Do you think that you would like to make a lifetime career in the military service?

A. Like very much.
B. Like fairly well.
C. Indifferent.
D. Dislike a little.
E. Dislike very much.

36. How many different occupations have you seriously considered entering?

A. None.
B. One.
C. Two.
D. Three.
E. Four.
F. Five or more.

37. How definite is your present choice of an occupation?

A. I have made a definite choice.
B. I have made a likely choice.
C. I am undecided about my future occupation.

38. What grade were you in when you decided upon your present choice of an occupation?

A. I have not decided upon an occupation.
B. Sixth grade or earlier.
C. Seventh or eighth grade
D. Ninth grade.

Name ______________________ School ____________________ Grade ________

39. What three jobs would you like to have someday?

First choice: ______________________________

Second choice: ______________________________

Third choice: ______________________________

FOR ITEMS 40 THROUGH 45: How important will each of the following be to you in your choice of a job? Write in your answers as follows:

A. Important
B. Neither important nor unimportant
C. Unimportant

____40. Good income to start or within a few years.

____41. Job security and permanence.

____42. Work that seems important to me.

____43. Freedom to make my own decisions.

____44. Opportunity for promotion and advancement in the long run.

____45. Meeting and working with sociable, friendly people.

FOR ITEMS 46 THROUGH 51: Imagine that you have been working for an employer for several years. How important do you think each of the following conditions would be in influencing you to quit to go to work for another employer? Write in your answer as follows:

A. Important.
B. Neither important nor unimportant.
C. Unimportant

____46. If I could get better pay at another place.

____47. If the work was not interesting enough.

____48. If I could do more important work elsewhere.

____49. If I had a poor supervisor.

____50. If I didn't like my co-workers.

____51. If I did not receive expected promotions or salary increases.

Name ______________________ School ______________ Grade ________

PART III--Directions

Read each question carefully. Write in your answer in the space provided. When choices are given, circle the letter preceding the correct answer.

1. If you needed to find out about local job openings, where would you get this information? List three sources.

   a. ____________________

   b. ____________________

   c. ____________________

2. If you needed to find out what types of training and education are necessary for different jobs, where would you get your information? List three sources.

   a. ____________________

   b. ____________________

   c. ____________________

3. If you needed to find out about what people do on jobs, where would you get this information? List three sources.

   a. ____________________

   b. ____________________

   c. ____________________

4. If you wanted to find out what jobs will have a lot of openings in the future, where would you get your information? List three sources.

   a. ____________________

   b. ____________________

   c. ____________________

5. In which of the following industries are job opportunities decreasing?

   A. Electronics
   B. Construction
   C. Mining
   D. Transportation
   E. Retail Sales

Name ____________________ School ____________________ Grade ______

6. Our changing technology demands:

   A. Relatively few skills.
   B. Some semi-skilled training.
   C. An ability to do only one job.
   D. An increase in the length of the work week.
   E. An ability to adapt to changing jobs.

7. In which of the following industrial groups are employment opportunities increasing most rapidly?

   A. Mining.
   B. Manufacturing.
   C. Transportation.
   D. Service.
   E. Construction.

8. In which of the following groups is employment increasing most rapidly?

   A. State and local government.
   B. Federal government.
   C. Construction.
   D. Finance.
   E. Public utilities.

9. What is one of the effects of technological change?

   A. Manufactured goods are more expensive.
   B. Workers produce less per hour.
   C. More time is necessary to produce goods.
   D. Elimination of some jobs.
   E. Number of unskilled workers increases.

10. What is one of the effects of technological change?

    A. Decrease in demand for technical workers.
    B. Creation of new jobs.
    C. Decreased production.
    D. Lower training requirements.
    E. Decrease of women workers.

11. What is one of the problems created by technological change?

    A. A shortage of properly trained workers.
    B. An excess of raw materials.
    C. A decrease in educational requirements for jobs.
    D. An increase in the length of the work week.
    E. An increased demand for unskilled labor.

Name ____________________ School ______________ Grade __________

12. Which of the following is a result of automation?

A. A high demand for high school dropouts.
B. A high demand for technically trained people.
C. A high demand for farm workers.
D. A high demand for mining workers.
E. A high demand for semi-skilled workers.

13. From the job description below, what duties are not always required of secretaries?

> SECRETARY (clerical) 201.368 girl friday: secretarial stenographer, schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail: Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer. Takes dictation in shorthand or on Stenotype machine (Stenotype Operator) and transcribes notes on typewriter, or transcribes from voice recordings. Files correspondence and other records. Answers telephone and gives information to callers or routes calls to appropriate official and places outgoing calls. Schedules appointments for employer. Greets visitors to employer or appropriate person. May not take dictation. May arrange travel schedule and reservations. May compile and type statistical reports. May supervise clerical workers. May keep personnel records. May record minutes of staff meetings.

A. Reading and routing incoming mail.
B. Filing correspondence.
C. Supervising clerical personnel.
D. Scheduling appointments.
E. Answering the telephone and giving information to callers.

14. From the job description below, which of the following items of information can be obtained?

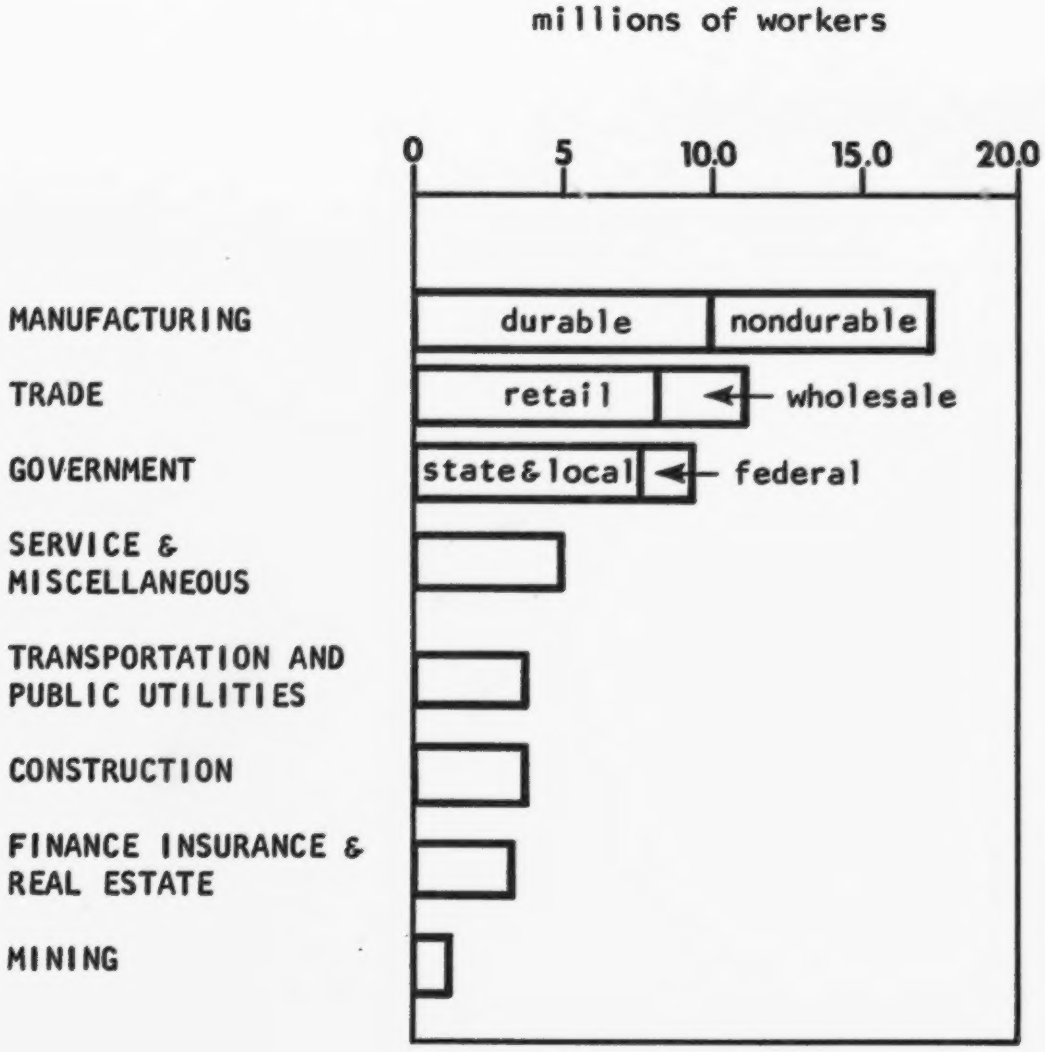
> CARPENTER (const.) 860.381 Constructs, erects, installs, and repairs structures and fixtures of wood, plywood, and wallboard, using carpenter's handtools and power tools, and conforming to local building codes: Studies blueprints, sketches, or building plans, for information pertaining to type of material required, such as lumber or fiberboard, and dimensions of structure or fixture to be fabricated. Selects specified type of lumber or other materials. Prepares layout, using rule, framing square, and calipers. Marks cutting and assembly lines on materials, using pencil, chalk, and marking gage. Shapes materials to prescribed measurements, using saws, chisels, and planes. Assembles cut and shaped materials and fastens them together with nails, dowel pins, or glue. Verifies trueness of structure with plumb bob and carpenter's level. Erects framework for structures and lays subflooring. Builds stairs and lays out and installs

Name ____________________ School ________________ Grade ______ partitions and cabinet work. Covers subfloor with building paper to keep out moisture and lays hardwood, parquet, and wood-strip-block floors by nailing floors to subfloors or cementing them to mastic or asphalt base. Applies shock-absorbing, sound-deadening, and decorative paneling to ceilings and walls. Fits and installs doors, frames, and exterior trim.....

A. The age requirements for carpenters.
B. The amount of time necessary to perform tasks.
C. The major things a carpenter must be able to do.
D. Requirements for union membership.
E. The amount of training necessary to become a carpenter.

15. According to the chart below, about how many workers would you say are employed in durable manufacturing?

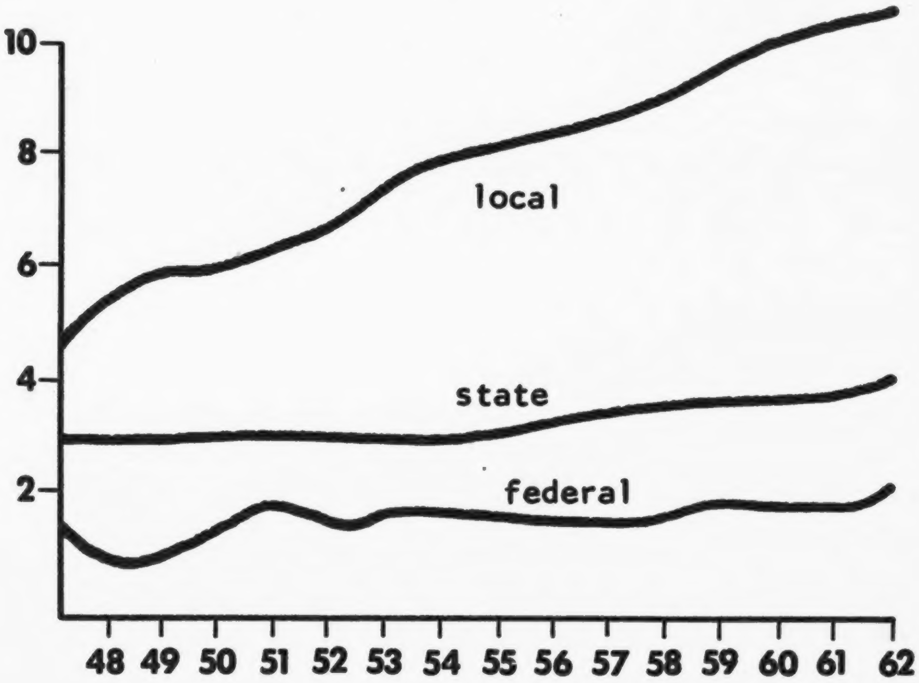
EMPLOYMENT IN EIGHT MAJOR INDUSTRY GROUPS, 1962



A. 5 million.
B. 7 million.
C. 9 million.
D. 11 million.
E. 17 million.

16. According to the chart below, what can be said about the employment of workers by state governments?

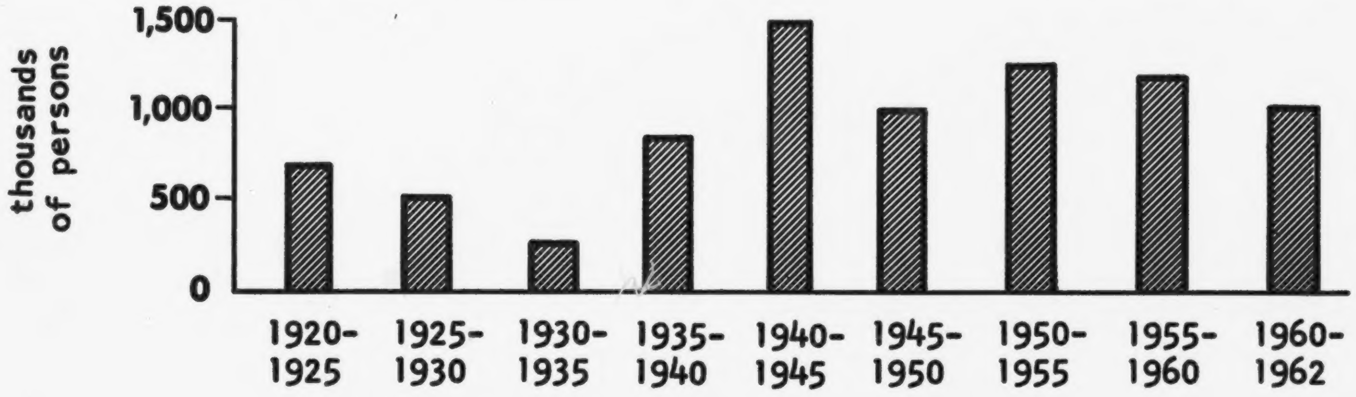
EMPLOYMENT IN FEDERAL, STATE, AND LOCAL GOVERNMENTS, 1947-62



A. It is rapidly increasing.
B. It is rapidly decreasing.
C. It is relatively stable.
D. It is higher than local government.
E. It is lower than the Federal government.

17. According to the chart below, what can be said about the number of people leaving farms in recent years (1955-1962)?

AVERAGE ANNUAL NUMBER OF WORKERS LEAVING THE FARM, 1920-62

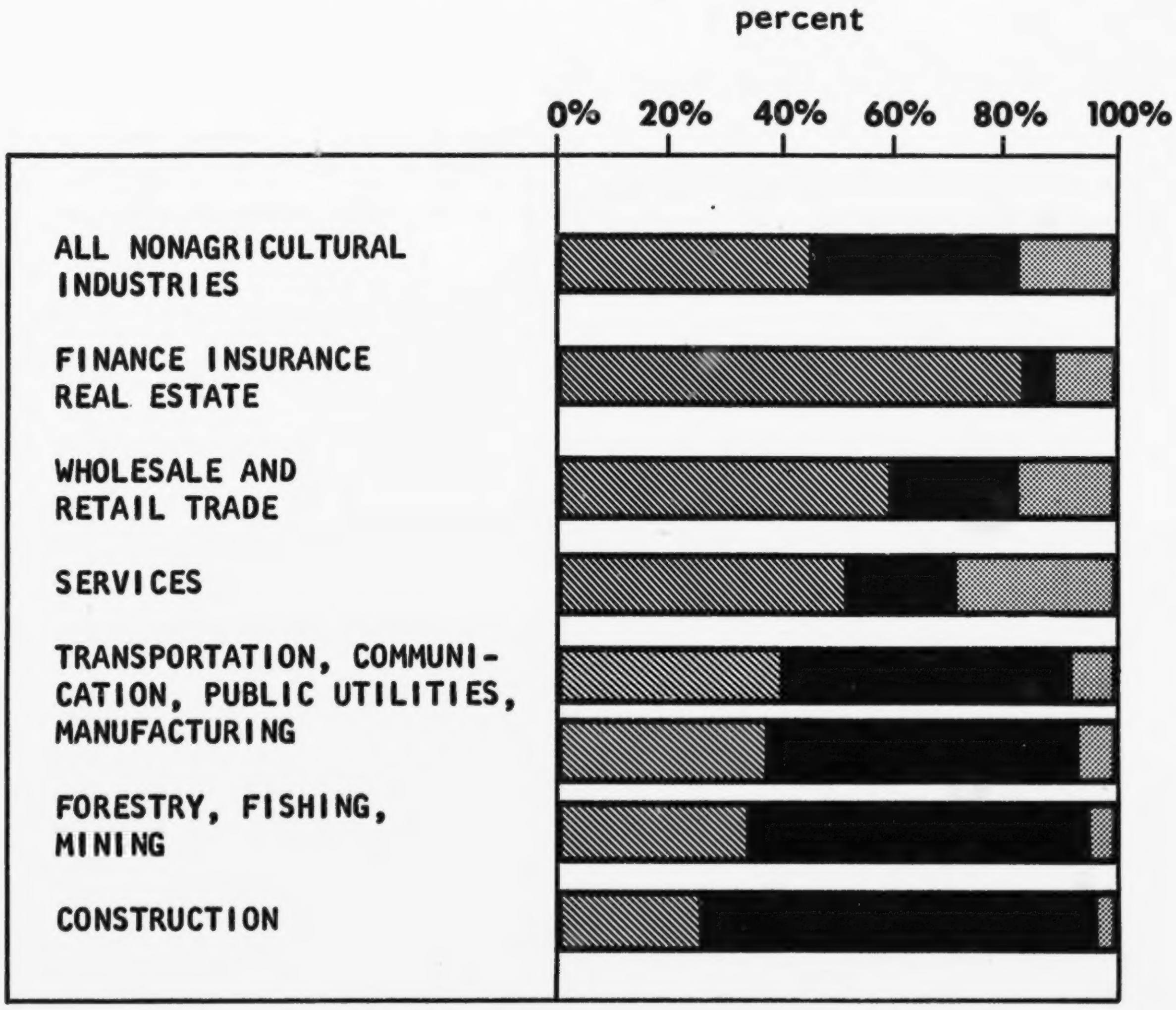


SOURCE: U. S. DEPARTMENT OF AGRICULTURE

A. Increasing rapidly.
B. Increasing slowly.
C. Remaining the same.
D. Decreasing slowly.
E. Decreasing rapidly.

18. According to the chart shown below, which industry employs the smallest proportion of blue collar workers?

PROPORTION OF WHITE COLLAR, BLUE COLLAR, AND SERVICE WORKERS IN SEVEN MAJOR INDUSTRY GROUPS, 1962....



A. Finance, insurance, & real estate
B. Wholesale & retail trade
C. Services
D. Transportation and communication
E. Manufacturing

▨ white collar workers

■ blue collar workers

░ service workers

PART IV--Directions

Read each question carefully. Write in your answer in the space provided. When choices are given, circle the letter preceding the correct answer.

1. Goals are:

A. Statements of what you expect to achieve.
B. Statements of what you have done in the past.
C. Rules or regulations for you to follow.
D. Things you want to avoid.
E. Things the counselor wants you to do.

2. When should goals be established?

A. Only once.
B. Each time new information becomes available.
C. Never.
D. When you are asked to do so.
E. Only when you are absolutely sure of what you want to do.

3. For the following list of goals, place a V before each vocational goal, an E before each educational goal, and a P before each personal-social goal.

_____a. Make all A's.
_____b. Improve in history.
_____c. Get a part-time job.
_____d. Join the boy scouts.
_____e. Have pretty clothes
_____f. Get married.
_____g. Earn a good salary.
_____h. Work-out-doors in warm temperatures.
_____i. Direct the activities of others.
_____j. Become a professional athlete.
_____k. Progress on the job.
_____l. Enter into journalism.
_____m. Read science fiction.
_____n. Go to college.
_____o. Learn to study.
_____p. Earn money for a junior college education.
_____q. Take a summer course in a technical school.
_____r. Study abroad.

4. Which of the following gives an estimate of your academic achievement?

A. Dictionary of Occupational Titles.
B. Subject Marks.
C. Goals Checklist.
D. I.Q. Scores.

5. John has a percentile rank in Reading Comprehension of 80. This tells John that:

   A. 80% of the students who took the test scored lower than John.
   B. 80% of the students who took the test scored higher than John.
   C. John has learned 80% of the materials.
   D. 80 students have the same score as John.

6. What does an achievement test profile tell you?

   A. Your percentile score for each subtest.
   B. Your percentile rating for the total test battery.
   C. Your achievement compared with the achievement of other groups of students.
   D. All of the above.

7. What is the relationship between goals and achievement?

   A. Achievement helps you decide goals.
   B. Goals tell you what to achieve.
   C. Achievement and goals are the same.
   D. None of the above.

8. Which of the following is a way to discover your interests?

   A. Look at what you have done.
   B. Review your reading preferences.
   C. Take an Interest Inventory.
   D. Summarize the things you like.
   E. All of the above.

9. Which statement about goals is true:

   A. All people in the same grade should have the same goals.
   B. Students should not worry about goals until high school.
   C. Each student may have different goals from other students.
   D. Goals should not be changed once they are set.

10. Classify each of the following activities according to the interest areas below:

A = artistic
B = business
M = mechanical
N = natural
S = scientific
P = personal-social

____a. Visiting museums.
____b. Budgeting an allowance or earnings.
____c. Selling or delivering newspapers
____d. Making models of cars, airplanes.
____e. Studying plants and animals.
____f. Participating in discussions, in clubs.

Name ______________________ School ______________________ Grade ______

____g. Landscaping around a home with flowers, etc.
____h. Working with a chemistry set.
____i. Taking care of sick people.
____j. Repairing things such as radios, motors, games.
____k. Drawing plans of things to be made.
____l. Designing something original.

11. Which of the following should be considered when completing a self-evaluation?

A. Goals.
B. Interests.
C. Achievement.
D. Aptitudes.
E. School grades.
F. All of the above.

12. For each of the following jobs, put a P before those which are mainly "people" jobs, a T before those dealing mainly with "things," and an I before those jobs dealing mainly with "ideas."

____a. Stenographer
____b. Retail salesman
____c. Computer sorter operator
____d. Programmer
____e. Master electrician
____f. Electronics repairman
____g. Baking icer
____h. Plumbing toolkeeper
____i. Machine molder
____j. Turret lathe operator
____k. Quality control inspector
____l. Structural steel layout man
____m. Service station attendant
____n. Auto body painter
____o. Architect
____p. Lawyer
____q. Psychologist
____r. Counselor
____s. Physicist
____t. Urban planner
____u. Foreign service officer
____v. Floor assembler
____w. All-around engine mechanic
____x. Diesel mechanic
____y. Air conditioning draftsman
____z. All-around automotive machinist
____aa. Plumber
____bb. Interior decorator
____cc. Boatbuilder
____dd. Advertising layout man
____ee. Commerical illustrator
____ff. Surgical technician
____gg. Retail buyer trainee
____hh. Nursery school assistant
____ii. Food demonstrator assistant
____jj. Dressmaker
____kk. Practical nurse
____ll. Nurse aid
____mm. Silk screen printer
____nn. Compositor typist
____oo. Patternmaker
____pp. Cabinet maker
____qq. Warehouseman
____rr. Baking counter girl
____ss. Baking ovenman
____tt. Electrical supply salesman
____uu. Solderer
____vv. Tape librarian
____ww. Bookkeeper
____xx. Correspondence clerk

Name ____________________ School ____________________ Grade ________

13. Three steps to accomplish for educational and vocational planning are listed below. Put a 1 before the one which should be accomplished first, a 2 before the second step, and a 3 before the third step.

____a. Self-evaluation.
____b. Matching personal credentials with the opportunities available.
____c. Evaluation of the world of work.

Name ______________________________ School __________________ Grade ________

APPENDIX H

PARENT INFORMATION QUESTIONNAIRE AND LETTER

Student Name ________________________

PARENT INFORMATION QUESTIONNAIRE

1. Number of children now in Grades 1 through 12 ____________________

2. Considering your child's academic performance in school until now, how much further education do you expect him or her to complete?

____High School with College Preparatory Major
____High School with Vocational Technical or Business Major
____Two-year Junior College or Technical School
____Four-year College or Technical School
____Undecided or Don't Know

3. Would you consider sending your child to the Quincy Vocational-Technical School if he or she wanted to attend?

____YES ____NO

If YES, which of the following areas are those in which your child might be interested?

____Business Education
____Computer Data Processing
____Home Economics
____Food Preparation
____General Piping
____General Woodworking
____Electro Electronics
____Graphic and Commercial Arts
____Health Occupations
____Metals and Machines
____Power Mechanics

If NO, why not?

4. What job do you think you might like your child to have someday?

First choice:
Second choice:
Third choice:

5. What guidance services related to career planning do you feel should be provided by the school, in addition to those now being furnished?

6. Check any of the following kinds of information you would like to receive, in addition to what is already sent to you. If something in which you are interested does not appear in the list below, please write it under Other.

____Vocational-Technical Offerings
____College Preparatory Offerings
____Summer jobs
____Other ____

____

____College Admissions
____Open Houses at the High School
____Local Job Opportunities

Completed by ____ Father ____ Mother ____Both
Date ________________________________

To parents of junior high school students:

Your role in helping your children make wise educational and vocational decisions is a critical one and requires that you be both informed and interested in the activities which are taking place at school. There are ways in which you can help now. We are interested in discovering the ideas you currently have about the educational and vocational development of your children and what kinds of information you might need in helping your child plan in the future.

Your children, in grades seven, eight, and nine, are participating in a program designed to provide students with some decision making skills for educational and vocational planning. Students engage in examining their own skills, abilities and achievements, investigate the world of work, and tentatively match their credentials with the educational and vocational opportunities available to them. Then they select courses of study for junior and senior high school which are consistent with the information they discover about themselves.

Your reply will help in planning new ways to provide information and assistance to students and their parents. We ask that you complete this inquiry, and we thank you in advance for your cooperation. If you would like to meet with your child's counselor to discuss this further, you should contact the school and make an appointment to do so.

Thank you.

Department of Guidance and Research

APPENDIX I

PROJECT ABLE VOCATIONAL GUIDANCE PROGRAM IMPLEMENTATION RECORD

PROJECT ABLE VOCATIONAL GUIDANCE PROGRAM IMPLEMENTATION RECORD

Please complete the following information for EACH ACTIVITY. Summarize the activity information for all groups within a grade, but identify those facts and examples which differentiate groups of students with respect to each activity.

GRADE:__________ACTIVITY TITLE____

___________Date of Occurrence

___________Average Number of Students in Attendance

___________Time Elapsed

___________Location of Activity

___________By whom conducted (e.g., counselor, guest speaker, student, teacher)

Under each of the main headings labeled PROBLEMS, SUCCESSES, RECOMMENDATIONS, consider each of the following subheads as a way of identifying critical incidents:

1. Student forms: Clarity
2. Student forms: Contents
3. Student forms: Organization (sequence)
4. Counselor Kit: Clarity of directions
5. Procedures
6. Audio Visual Equipment
7. Resource Materials
8. Physical Environment
9. Student demands on time of counselor
10. Other

For any of these entries, given some indication of the number or percent of students affected.

PROBLEMS:

SUCCESSES:

RECOMMENDATIONS:

STUDENT REACTION: (e.g., interested, uninterested, too easy, too difficult, etc.)

APPENDIX J

COMPARING ORIGINAL AND REVISED MATERIALS: ORIGINAL AND REVISED ACTIVITIES

Original Activity (1966-1967)

GOAL CHECKLIST - GRADE 7

The following lists consist of possible Educational, Vocational, and Personal/Social goals. Please read through this list very carefully and mark those things which you feel are YOUR GOALS at this time. Follow the directions which precede each set of goals.

EDUCATIONAL GOALS

Directions: In the left column, place an X before those items which answer the question.

Grade 7 - In which of the following subjects do you expect to have your best record this year?

	English
	Mathematics
	Science
	History
	Geography
	Art
	Music
	Health/Physical Education
	Industrial Arts
	Homemaking

Grade 8 - In which of the following subjects would you expect to have your best record next year?

	English
	Mathematics
	Science
	History
	Geography
	Art
	Music
	Health/Physical Education
	Industrial Arts
	Homemaking

Grade 9 - In which of the following areas do you expect to have your best record in Grade 9?

	English
	College Math
	General Math
	Science
	Social Studies (Civics)
	Art
	Music
	Health/Physical Education
	Industrial Arts
	Homemaking
	Foreign Language:

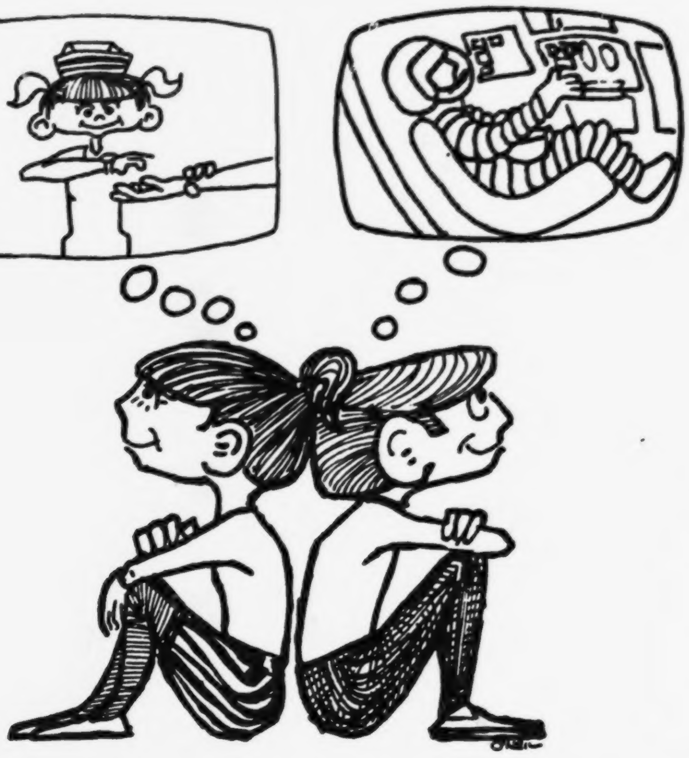
Grade 10 - Which of the following courses of study do you expect to take in High School?

	Business Education
	College Preparatory
	Computer Data Processing
	Electro-Electronics
	Food Preparation
	General Piping
	General Woodworking
	Graphic and Commercial Art
	Health Occupations
	Home Economics
	Metals and Machines
	Power Mechanics

GRADE 7: SELF EVALUATION

Introduction to Activity I:

SETTING GOALS FOR MYSELF



Goals are statements of what you expect to achieve. There are so many things you may want to accomplish in your lifetime and some of these you can begin preparing for now. For example, there are things you want to be able to accomplish today--pass a test, score in a ball game, etc. Some goals are much further in the future. For example, what educational subjects will you take next year, and the year after, and the year after that? What will you do following graduation from high school? These are your EDUCATIONAL GOALS. What job do you expect to hold someday? In what industry would you like to work? What kind of work would you like to perform? These are your VOCATIONAL GOALS. What would you like to do with your free time? What hobbies will you develop? When you are not working, what will you do? These are your PERSONAL/SOCIAL GOALS.

Read each of the following checklists very carefully and mark those things which you feel are your goals at this time. Remember, your goals may be different from the goals of other students. They do not always stay the same. They may change depending on what happens to you and how you progress in the coming years. As you learn more, you may wish to change your goals. But you must start somewhere, and here is a chance to set some goals for yourself.

Revised Activity (1967-1968)

Grade 7: Goal Checklist

My Educational Goals

What marks am I aiming for this year in Grade 7? (Write them in before the subjects you are taking.)

_____ English
_____ Mathematics
_____ Science
_____ History
_____ Geography
_____ Art
_____ Music
_____ Health/Physical Education
_____ Industrial Arts
_____ Homemaking

In which of the following subjects will I have my best record in Grade 9? (Check all that apply.)

_____ English
_____ College Math
_____ General Math
_____ Science
_____ Social Studies (Civics)
_____ Art
_____ Music
_____ Health/Physical Education
_____ Industrial Arts
_____ Homemaking
_____ Foreign Language

In which of the following subjects will I have my best record in Grade 8? (Check all that apply.)

_____ English
_____ Mathematics
_____ Science
_____ History
_____ Geography
_____ Art
_____ Music
_____ Health/Physical Education
_____ Industrial Arts
_____ Homemaking

What type of high school program am I aiming for? If I would like to learn more about any of them, I will put a check mark after it.

Right lower box

____ Business Education _____
____ College Preparatory _____
____ Computer Data Processing _____
____ Electro-Electronics _____
____ Foods Preparation _____
____ General Piping _____
____ General Woodworking _____
____ Graphic/Commercial Arts _____
____ Health Occupations _____
____ Home Economics _____
____ Metals/Machines _____
____ Power Mechanics _____

My Vocational Goals

What vocational goals am I aiming for?
Which of them would I like to learn
more about?

Aiming For		Want to Learn More
_____	Art	_____
_____	Business Relations	_____
_____	Clerical Work	_____
_____	Counseling/Guidance	_____
_____	Communications	_____
_____	Crafts	_____
_____	Education and Training	_____
_____	Engineering	_____
_____	Entertainment	_____
_____	Farming/Fishing	_____
_____	Investigation/Testing	_____
_____	Law and Law Enforcement	_____
_____	Machine Work	_____
_____	Managerial/Supervisory Work	_____
_____	Mathematics and Science	_____
_____	Medicine and Health	_____
_____	Merchandising	_____
_____	Music	_____
_____	Personal Service	_____
_____	Photography	_____
_____	Social Work	_____
_____	Transportation	_____
_____	Writing	_____

General Piping Course: Preparation for occupations involving the installation and repair of piping or ventillation systems - including air conditioning. See Occupational Analyses, GP-1 to GP-11.

General Woodworking Course: Preparation for work involving the design, building and repair of wood products.

Goals: Statements about what you expect to achieve; an objective.

Graduate School: A special professional training beyond the college level leading to a master's degree or a Ph.D. (Such as doctor of philosophy), or an M.D. (medical doctor).

Graphic and Commercial Arts Course: Preparation for the design, printing and/or production of printed materials. See Occupational Analyses, G&GA-1 to G&GA-18.

Health Occupations Course: Preparation for occupations and services which support the doctor and other members of the medical team, including medical technicians, nurses, etc. See Occupational Analyses, pages HO-1 to HO-6.

Home Economics Course: Preparation for all phases of home and family living, including child development, family relationships, nutrition, housing, clothing and household management. Also, preparation for higher level jobs in Health Occupations and Food Preparation. See Occupational Analyses, HE-1 to HE-20.

Interest: That which concerns, involves, draws the attention of, or arouses the curiosity of a person.

Investigating/Testing: Collecting, summarizing and analyzing information for controlling and evaluating the quantity and the wuality of products.

Investigation : A thorough study of the facts on some subjects.

Junior College: Usually a two-year program following high school, leading to an associate arts degree in areas such as business administration, liberal arts, or specific secretarial jobs. Many students transfer to a regular four-year college following their graduation from a junior college.

Machine Work: Involving the design, set-up, operation and/or repair of machine equipment.

Managerial/Supervisory Work: Conducting the various parts of an organization or business and/or directing the work of others.

Mechanical Interest: Liking to work with your hands, tools or machines. Persons with mechanical interests are concerned with the practical as well as the artistic value of what is made. Interest in the mechanical field which requires deft use of the hands includes dentistry, surgery, sculpture, or playing an instrument.

Merchandising: Arrangement, storage, distribution and sales of all types of products.

Metals and Machines Course: Work involving the design, creation or perfection and operation of actual machine tools and parts. See Occupational Analyses M&M-1 to M&M-53.

Natural Interests: Enjoyment of work connected with the natural interest field might include such activities as growing crops like wheat and cotton, or finding pleasure in cultivating vegetables and fruits, flowers and trees. This interest may also be expressed through raising livestock, small animals or dairy cattle. Many persons in this field follow pursuits of the sea or engage in work connected with forestry.

Norm: A norm is a kind of average performance. It is found by giving the test or inventory to thousands of boys and girls in schools throughout the nation, and summarizing how students do in it. For example, if the average seventh grader completes correctly 55 out of 100 arithmetic problems, on a standardized test, this score is the norm or average for seventh grade students. In the standardized achievement tests, there are different norms for different grades.

Numerical Ability: The ability to work with numbers and solve mathematical problems.

Objective: Something that you expect to accomplish; a purpose, a goal, a target.

Occupational: Relating to jobs, conditions on the job, or anything describing work situations.

On-the-Job Training: Training which is provided through actual experience on the job - you learn as you work and receive a salary while you are learning.

Percentile: The table of norms often gives the percentile rank of any given score on a test or inventory. For example, if you receive a percentile rank of 75 on a vocabulary section of an achievement test, you would know that 75% of the students of your grade received a lower score than you, and only 25% of the group received a higher score. Such a percentile rank would indicate strength in vocabulary. If you receive a percentile rank of 50 on a subtest, you would be right in the middle of the group, with half of the students getting a higher score and half getting a lower score. This would indicate an average achievement level in vocabulary. If you receive a percentile rank of 25, then three fourths or 75% of the group received a higher score than you. This would indicate a low vocabulary achievement level.